DOCUMENT RESUME

ED 443 639 RC 022 546

AUTHOR	Benson, Chris, Ed.
TITLE	Professional Development.
INSTITUTION	Middlebury Coll., VT. Bread Loaf School of English
PUB DATE	2000-00-00
NOTE	39p.; Theme issue. Published twice a year.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT	Bread Loaf Rural Teacher Network Magazine; Spr-Sum 2000
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Collegiality; *Computer Mediated Communication; Elementary Secondary Education; *Faculty; Higher Education; *Rural Schools; Staff Development; *Teacher Collaboration; *Teacher Education; Teaching Conditions
IDENTIFIERS	*Teacher Networks

ABSTRACT

This serial issue contains 12 articles on the theme of "Professional Development," specifically about how teachers in the Bread Loaf Rural Teacher Network (BLRTN) are fostering their own and each other's development as teachers. The BLRTN consists of approximately 260 rural teachers in Alaska, Arizona, Colorado, Georgia, Kentucky, Mississippi, New Mexico, South Carolina, and Vermont. Articles focus on academic conferences, online professional development and teacher collaboration, nontraditional teacher training in small rural schools, and weekend teacher workshops. Articles are: "From Personal Conversation to Professional Conference" (Taylor McKenna); "Staff Development in Remote Schools: A Testament to Teacher Networks" (Ginny Jaramillo); "Discovering Best Practices" (Helena Fagan, Tom McKenna); "On Becoming a Teacher and Writer" (Anne Shealy); "Creating Conditions That Foster Teacher Development" (Pam Landry, David Leo-Nyquist, Bill Rich); "Sustainable Partnerships: New Ideas for Professional Development" (Scott Christian); "Redemptive Conversations as Professional Development" (Dan Furlow, Barbara Pearlman); "The Key to Professional Development: Creating Interactive Peer Relationships" (Janet Atkins); "In the Trenches with Peer Mentors" (D. R. Boardman); "National Board Certification: A Complement to Bread Loaf" (Eva Howard); "Weekend Conversations" (members of Vermont BLRTN); and "Church Rock Elementary: An Environment for Teamwork" (Anne Berlin). (SV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 639

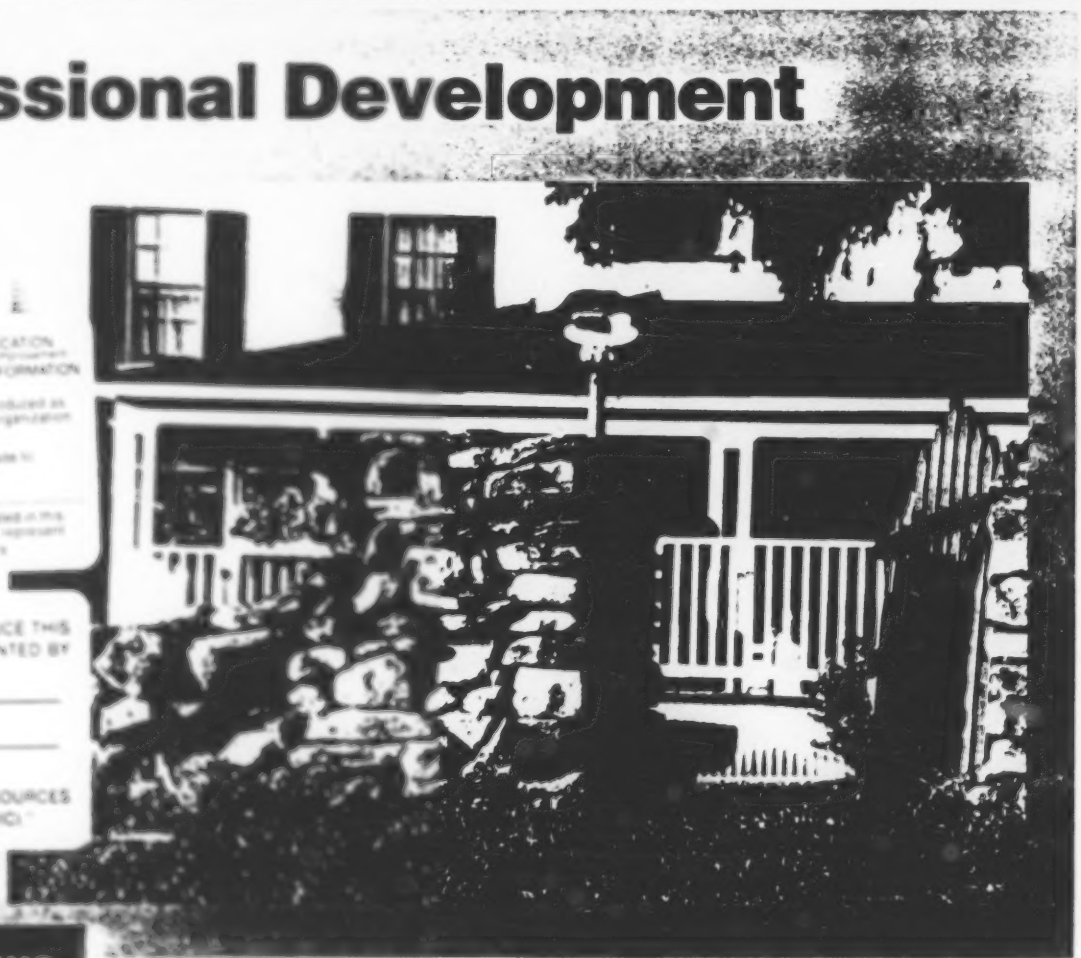
Spring/Summer 2000

Bread Loaf
Rural Teacher Network

Magazine

Alaska • Arizona • Colorado • Georgia • Mississippi • New Mexico • South Carolina • Vermont

Professional Development



U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Chris Benson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

COVER PHOTO COURTESY OF EDWARD BROWN

In This Issue

From Personal Conversation to Professional Conference: The Ketchikan Humanities Conference

Staff Development in Rural Schools

On Becoming a Teacher and Writer

National Board Certification: A Complement to Bread Loaf

Plus more stories about how teachers in the Bread Loaf Rural Teacher Network create opportunities for teacher development

A Publication of the Bread Loaf School of English
Middlebury College, Middlebury, Vermont

BEST COPY AVAILABLE

From the Director

by James Maddox, Director
Bread Loaf School of English
Middlebury College
Middlebury, VT

Editor Chris Benson, working with Bread Loaf teachers, has put together another extraordinary issue of this magazine, on the subject of professional development. "Professional development": the phrase reflects the direction in which Bread Loaf itself has been moving for the past twenty years or so—since, not coincidentally, the year that Dixie Goswami joined the Bread Loaf faculty in 1979. And the Bread Loaf Rural Teacher Network (BLRTN)—now under the even larger umbrella of the Bread Loaf Teacher Network (BLTN)—has pushed Bread Loaf even further in that direction. It used to be that the Bread Loaf School of English consisted of its excellent summer program—and that was it. But increasingly, Bread Loaf has become more attentive to the connection between those six wonderful, incredibly intense weeks and the lives led by the vast majority of Bread Loaf students, back in their classrooms. The first attempt to bring the Bread Loaf summer more fully to bear upon teachers' classrooms was the inauguration of BreadNet in 1984, virtually the Stone Age for such telecommunications networks. BreadNet essentially made a six-week community into a year-round community and inaugurated the cross-classroom exchanges that have become one of the centerpieces of the work done by BLTN teachers.

BLRTN, funded by the DeWitt Wallace-Reader's Digest Fund since 1993, has soldered tight the connection between the Bread Loaf summer and the academic year. Not only does BreadNet keep alive and vibrant this by now quite impressively large community of teachers (I wonder when Dixie will drop her much-loved phrase "small teacher network" and admit that we're at least by now, well, a middle-size teacher network); these teachers also meet at least twice yearly in their home states, see each other at regional and national conferences, and receive visits at their schools from a wide array of Bread Loaf faculty, staff, and administrators, as well as other teachers in the network. (The remarkable Karen Humburg has now, for two years running, actually transported her entire middle-school class of Bisbee, Arizona, students to the classroom of fellow BLRTN teacher Jane Grizzle in Waycross, Georgia.) The teachers in our network are immersed in each other's ideas, in each other's classrooms, in each other's professional development.

Academic year 2000-2001 will be the third year of a grant that Bread Loaf has received from the National Endowment for the Humanities, supporting cross-classroom telecommunications exchanges based on literary texts. BLRTN teachers originally pioneered these exchanges (such as the one on Anne Frank's diary, the subject of Scott Christian's book, *Exchanging Lives*). In the first year of this NEH grant, a disproportionately large number of recipients of awards were veterans of BLRTN, because they were the Bread Loaf teachers most familiar with the exchanges. Over the three years of the grant, however, this trend has been reversed, and most of the recipients in this latest round of awards are non-BLRTN teachers, who have been won over to the idea of such exchanges by watching and hearing about BLRTN exchanges. This is only one of many ways in which BLRTN has systemically changed Bread Loaf itself.

"Professional development" is a phrase that one hears a great deal around state departments of education, as they find, not very surprisingly, that the richer the educational experiences afforded their teachers, the richer the educational experiences those teachers in turn will be able to afford their students. Bread Loaf has long had friends in, or associated with, departments of education in several states, and in 1999 three of those departments agreed to fund teachers from their states to attend Bread Loaf and to form into networks working for improved education, very much as the networks of teachers in the original BLRTN states do. In the summer of 2000, four state departments of education will be funding their teachers to attend Bread Loaf: four from South Carolina, five from Alaska, ten from Kentucky, and twenty-two from Ohio. Stay tuned: Bread Loaf hopes to approach other states in the near future, to offer the model of professional development—and with it, educational reform—that was first worked out by BLRTN teachers.

I hope that Bread Loaf will be able to offer professional development through the medium of our teacher networks to another category of teachers in the near future. This spring, Middlebury College itself announced a generous gift of $45,000 for the recruitment of inner-city teachers, who will attend our New Mexico campus and form the cornerstone of an urban network of teachers which, we hope, will profit from the most valuable lessons learned by (or, rather, created by) our rural teachers since 1993.

"Professional development" is an idea that has also had its effect upon the Bread Loaf curriculum, as is maybe especially visible at our Alaska campus in 2000, as we are offering courses there that attempt to confront particular problems that Bread Loaf teachers encounter in their classrooms. For the second year, Courtney Cazden will be offering "Sustaining Indigenous Languages," a course designed to inform and assist teachers whose students are from homes and cultures in which the native language is threatened by the children's entry into mainstream culture. And, as something like the reverse side of the same coin, Joe McVeigh will be offering Bread Loaf's first course ever in a field that more and more Bread Loaf teachers find that they desperately need training in: "Teaching English as a Second Language."

The varieties of professional development at Bread Loaf are as numerous as the teachers attending our four campuses (a record number in 2000, by the way: just over 500). This issue of our magazine gives you a look at a few of them. Enjoy the reading.

Bread Loaf
Rural Teacher Network

Spring / Summer 2000

Editor
Chris Benson
chris_benson@breadnet.middlebury.edu

Address correspondence to Chris Benson, Bread Loaf School of English, Middlebury College, Middlebury, VT 05753. The Bread Loaf School of English publishes the *Bread Loaf Rural Teacher Network Magazine* twice a year.

Director of BLRTN and the Bread Loaf School of English
James Maddox

Coordinator
Dixie Goswami

Bread Loaf Office Staff
Elaine Lathrop
Sandy LeGault
Dianne Baroz
Judy Jessup

Faculty Coordinators
JoBeth Allen
Courtney Cazden
Tharon Howard
Andrea Lunsford
Lucy Maddox
Beverly Moss
Jacqueline Royster, Senior Consultant
John Warnock
Tilly Warnock

Director of Telecommunications
Rocky Gooch
rocky_gooch@breadnet.middlebury.edu

Technical Consultants
Caroline Eisner
Douglas Wood

Documentation Consultants
Scott Christian
Eva Gold, Research for Action

Teacher Research Consultant
Bette Ford

Copyright 2000
Bread Loaf School of English

No part of this publication may be reproduced without permission of the editor.

Table of Contents

From Personal Conversation to Professional Conference 4
by Taylor McKenna
Conversations between a Ketchikan teacher and a theater professor at Bread Loaf lead to academic conferences on modern drama and Beat poetry.

Staff Development in Remote Schools: A Testament to Teacher Networks 6
by Ginny Jaramillo
Principal and teacher of Guffey Charter School in Colorado explains how tiny rural schools find partners and create alternative professional development.

Discovering Best Practices 8
by Helena Fagan and Tom McKenna
A University of Alaska professor and a Bread Loaf alumnus explore the possibilities of providing online professional development for teachers.

On Becoming a Teacher and Writer 10
by Anne Shealy
For this veteran South Carolina teacher, the avocation of writing is a means to improve how she teaches the craft.

Creating Conditions That Foster Teacher Development 12
by Pam Landry, David Leo-Nyquist, and Bill Rich
Two high school teachers and a college professor team up to create a model, nontraditional training program for preservice teachers.

Sustainable Partnerships: New Ideas for Professional Development 16
by Scott Christian
BLRTN is a synergy of shared summer study and electronic networking.

Redemptive Conversations As Professional Development 18
by Dan Furlow and Barbara Pearlman
In an excerpt from online correspondence, two New Mexico teachers explain to each other how collaboration on line works for students and teachers.

The Key to Professional Development: Creating Interactive Peer Relationships 20
by Janet Atkins
A South Carolina teacher contacts colleagues regularly on line to consult about specific student work.

In the Trenches with Peer Mentors 22
by D. R. Boardman
A Vermont teacher recalls his early days in the trenches. Now he's leading the platoon.

National Board Certification: A Complement to Bread Loaf 24
by Eva Howard
Nationally Board Certified Ohio teacher explains the process of becoming certified and how Bread Loaf can provide a head start.

Weekend Conversations 26
by members of the Vermont BLRTN
Personal time is precious to teachers with heavy teaching loads. Why are Vermont teachers willing to sacrifice weekends to discuss teaching?

Church Rock Elementary: An Environment for Teamwork 28
by Anne Berlin
A New Mexico teacher discovers the simple practicality of teamwork as a superior and mostly unrecognized form of professional development.

From Personal Conversation to Professional Conference

by Taylor McKenna
Schoenbar Middle School
Ketchikan, AK

Conversation at the table with a wise man is worth a month's study of books.—Asian proverb

WHEN I RECENTLY encountered the bit of Asian wisdom expressed above in my epigraph, it brought to mind two scenes: a front porch conversation at the Inn at the Bread Loaf campus in Vermont and a recent Sunday brunch at Salmon Landing Market here in Ketchikan, Alaska. A simple, casual talk with Bread Loaf professor Alan MacVey three summers ago in Vermont put into motion a series of events culminating in the most "happening" brunch this little town has ever seen, and provided me with some fantastic professional opportunities as an artist, teacher, and grant writer. Before I share the details of that "innocent" front porch conversation, let me take you to the Sunday Poetry Slam at Salmon Landing Market this past February.

The coffee cups and latte mugs were empty but still warm by the time I arrived. People sat at tables or off by themselves, heads down, hunched in the solitude of creative writing. Three musicians played drums, which reverberated down the empty spaces of the mall while a woman clad in black danced in the corner. I couldn't help but be surprised by the diversity of the group: students from sixth grade through college, public school teachers as well as university professors, members of the Ketchikan Writer's Guild, a columnist from the local paper, the director of the Arts Council, even members of our business community. Who would have guessed that a Beat poetry slam would attract so many people!

Chairs began to shift, and the drummers, sensing the change in the crowd, pounded a louder and faster rhythm. Papers slid back and forth across the aluminum table tops. One-word interjections and giggles led into

Taylor McKenna

covert comments and questions: "Come on. I'll read mine if you read yours." "If you don't read it, I will." "I dare you!" "You wouldn't!" And suddenly, the drumming and the conversations stopped. The pause that followed was long and sickening. My gut tightened. None of the very nervous poets sitting in front of me, papers clutched in sweating fists, was half as scared as I was. What if no one reads? After all our work on this humanities conference, after all our work to make Beat poetry come alive, after all the hours writing grants and scheduling rehearsals, what if no one reads, and the final culminating event of the Third Annual Ketchikan Humanities Conference is a complete dud? I waited. A metal chair squeaked against the concrete floor, and, buoyed by cheers and applause from the audience, the first poet approached the mike.

For the next hour I watched and listened, thrilled by the poems, the readers, and the beauty of spontaneous creative expression. First prize went to a young woman, Robin Visel, whose poem was a raunchy, in-your-face piece of feminist anger. Second prize went to one of my middle school students, Colin Patton, who captured completely the essence of the fifties Beat aesthetics. Three other poets ranging in age from eleven to early forties were also recognized with awards. The poetry slam was "boss" and turned out to be the highlight of the Third Annual Ketchikan Humanities Conference.

Until my summer at Bread Loaf and that disinterested front porch conversation with Alan, I had never dreamed of writing a grant, developing an academic conference for college students, co-directing a full-length play with a professional director, or staging Beat poetry in the middle of a shopping mall. Somehow that Bread Loaf magic, even just one summer's dose, has a way of coupling wild ambitions with crazy optimism and surefire persistence. My great passion is for the stage, and although I have always looked for ways to incorporate drama into the classroom, doing graduate work at Bread Loaf inspired me to combine theater and education in a new way.

I used my fellowship in 1997 to focus on developing my directing skills with Alan MacVey. I also took Oskar Eustis's Modern Drama class. During one of Alan's student conferences at the Inn, I asked him how I could, short of enrolling in a graduate theater program, continue working with professionals. He told me, "Write a grant." Many professional playwrights and actors in the Seattle area could come up to Alaska for a residency, he added. Alan made it sound so feasible. I also observed at Bread Loaf how theater performance can be an integral part of academic exploration, and I began to realize how my production back home might be a cornerstone for an academic confer-

ence. I had a script in mind: John Guare's *House of Blue Leaves*. While Alan allowed me to work on the opening scene for my final directing project, Oskar encouraged me to analyze the script for my final paper in his class. At this point, I already had interested a professional director in Seattle in working with me, and with Alan's words "Write a grant" in the back of my mind, I returned to Alaska determined to find funding to produce Guare's play.

My husband, Rod Landis, is the head of the English Department at the University of Alaska Southeast in Ketchikan. He, too, attended Bread Loaf, and together we wrote a successful grant proposal; the Alaska Humanities Forum funded our conference, which would promote scholarly inquiry and public discourse. The context was John Guare's play, examined from many perspectives by professionals in various fields: theater, history, sociology, philosophy, and literature. First City Players, our local community theater, volunteered to be project sponsor. The grant money enabled us to invite professors and students from Juneau and Sitka to come to Ketchikan. We were able to hire Daniel Wilson, a professional director, to work with me on the production and also serve as a workshop leader. The first Ketchikan Humanities Conference was born in 1998.

How did I benefit from the conference? My collaboration with Daniel was an invaluable experience. He gave input on casting, set design, and structuring rehearsals. He prodded, pushed, and provoked me to come up with answers to the problems inherent in Guare's script. Two directors for one play is a delicate drama in itself. We spent a great deal of time negotiating our interpretations, and we took turns leading rehearsals. Sometimes Daniel would observe me as I directed scenes, and afterward we would discuss the process. Daniel was a careful mentor. As a result, I grew professionally as a director and learned more about working with college level students. Grant writing is not my favorite pastime, but my experience as a middle school teacher served me well in this endeavor: writing a grant is much like developing a classroom interdisciplinary unit of study. I think that the interdisciplinary aspect of our first conference was key to securing funding from the Humanities Forum.

In 1999, a new baby daughter limited my involvement with the second Ketchikan Humanities Conference. Once more we used a play, this time Seamus Heaney's *The Cure at Troy*, as the conference centerpiece. I wrote the grant, but Rod did the lion's share of the work as conference director, and fellow Bread Loafer Clare Patton directed the performance. She used a Native tribal house to stage her production. Because we received additional funding through multiple grants, we were able to bring Daniel Wilson back to work with Clare on the production. With Bread Loaf as a partner, we secured Princeton and Bread Loaf professor Michael Cadden as our keynote speaker, and his witty address was a shot of East Coast adrenaline for the Ketchikan audience. Participation doubled in the second year of the conference.

This year's conference almost didn't happen at all. We lost First City Players as our project sponsor; we chose not to apply for the Alaska Humanities Forum Grant; and no one stepped forward to be project director. No money, no theater, no director. Sometimes adversity forces one to think creatively, and our lack of options ultimately revealed whole new possibilities. Rod assembled a steering committee of university faculty and community members, and the notion of a Beat poetry festival began fueling artistic engines. Clare Patton volunteered to be program director. A math professor at UAS-Ketchikan offered to stage Allen Ginsberg's "Howl." I discovered an enigmatic Ferlinghetti piece, "Constantly Risking Absurdity," and Clare began work on Michael McClure's "Peyote Poem." She secured a performance space, the Salmon Landing Market, a new mall right on the waterfront. We were excited by the space, which provided a glass elevator, multiple levels, an enclosed kiosk, and a cozy coffee house. Local jazz musicians and a dancer joined the project. University of Alaska President Mark Hamilton gave us $5,000 to bring speakers, students, and faculty to Ketchikan. Suddenly our lost cause became a possibility once again. "Poetry: Adult Content" materialized as the focus of the Third Annual Ketchikan Humanities Conference.

Now, weeks later, Ketchikanites are still talking about Beat poetry, and Rod continues to receive email from students and professors in Juneau about the conference weekend. The hallmark of my experience at Bread Loaf, ongoing open dialogue, is perhaps the single most important ingredient of our successful humanities conferences. My ongoing conversations with Bread Loafers and others have enabled the conferences to grow in a way that serves our community. I learned to write grants and plan academic experiences for college students as well as adult members of my community. I learned to work with a professional director and explore the unique challenges of transforming Beat poetry into theatrical performance. Administrators at the Bread Loaf campus may want to consider posting a warning somewhere in the dining hall or above the front porch, something tasteful and folksy, carved in hardwood, that reads, "Beware the conversations held herein. You never know where they might lead." ❦

Teacher of eighth grade at Schoenbar Middle School in Ketchikan, Taylor McKenna also directs Ketchikan's First City Players. She attended Bread Loaf in 1997 and returns this summer to the Juneau campus.

Staff Development in Remote Schools: A Testament to Teacher Networks

by Ginny Jaramillo
Guffey Charter School
Guffey, CO

I AM A RURAL educator. I work in a small charter school in Guffey, Colorado, an hour and a half northwest of Colorado Springs, at 9,000 feet, surrounded by the Pike National Forest. The nearest neighboring school is thirty-five miles from Guffey, and the district office is fifty miles away, near a consolidated K–12 school with 500 students. In Guffey, we face many of the same educational challenges that exist in larger schools: our student body represents a wide range of academic abilities, from learning disabled to intellectually gifted, and fewer than twenty percent of our students live with both of their biological parents. We have students with difficult family backgrounds who struggle to control their emotions and behavior, and we have students who live in extreme poverty, several even without the benefit of electricity. What stands out about the Guffey School, though, is that we serve only thirty-three students, PreK–6, with two classroom teachers, an instructional aide, and me, the part-time principal.

In such an isolated rural place, it is difficult—perhaps a mistake—to conceive of staff development in a conventional way. I have come to understand that the most pressing staff need in small rural schools such as ours is alleviating the geographic and personal isolation of staff. And an important solution is the development of meaningful, long-term relationships with colleagues who share similar teaching circumstances.

At one time, before we became a charter school, staff development meant driving one hundred miles round-trip to listen to our superintendent tell stories about his thirty years in education, intended to amuse and inspire us, and then perhaps a three-hour explanation of our dental and medical benefits. Because our whole staff rode together in one car, we often talked on the way home about the real work we could have accomplished had the day belonged to us.

Once we formed a charter school and were left to manage our own staff development, we began to use our time away from our classrooms more efficiently. We planned learning projects that were rooted in a pedagogy of place, designed methods for assessment, and became an effective team, albeit a very small one. It was clear to me, however, that our geographic isolation prevented us from reaching our potential as professionals. We were isolated from colleagues who shared similar philosophies and needs. Where could we find others with helpful experience in teaching four or more grade levels in one room? Where could we find colleagues who taught all the traditional academic subject areas and also physical education, art, music, computers, and special education? As professional teachers, we felt marooned in the Rockies. We continued to look for colleagues who had experiences from which we might learn. And we found them.

Ginny Jaramillo

I first introduced myself to Stephen Hanson on the telephone five years ago. Stephen is also a rural educator. His school, Battle Rock Charter School, is in remote McElmo Canyon, a half hour south of Cortez, Colorado, where evidence of the ancient Anasazi civilization is hidden in the dry red cliffs of the canyon. The historic school building was built at the turn of the century, a one-room school for twenty-six K–6 graders. It became a charter school in 1995 when the local community rallied to keep their tiny school open in the face of pending consolidation.

Because his school is small, Stephen is administrator, teacher, cook, nurse, special education teacher, physical education teacher, playground supervisor, counselor, librarian, and head of every department. Because his school is a charter school, Stephen is also business manager, bookkeeper, and "chief executive" who must maintain an ongoing rela-

tionship with his own board and with the district board in Cortez.

The unusual size of our schools gave Stephen and me much to talk about, and we began to seek out other rural charter schools in Colorado. We soon discovered we were not alone; we were just isolated. Within a year of that first phone call, we formed a nonprofit corporation, named ourselves the Colorado Rural Charter Schools Network, and appointed a board to lead our network. Today we have five official member schools of the Colorado Rural Charter Schools Network, two associate member schools, and several other communities seeking our help as they strive to keep their rural community schools alive.

Teaching and community building, for us, go hand in hand. Steve Finn, at the Marble Charter School in snowy Marble, Colorado, has worked with eighteen K-8 students to create an ice hockey rink, restore the town museum, and build a local playground. Karen Acker's students in Crestone, Colorado, work with the local volunteer fire department to mitigate fire hazard in the dry desert plateau that surrounds them. Our Guffey students serve as the editorial board for the local community news magazine *Eye on Guffey*, which keeps the community abreast of local news and events and offers local business people a place to advertise their wares.

Staff development for all of our schools is a complex issue. Like all teachers, we must keep abreast of current issues in education such as curriculum changes, assessment, state standards, and instructional strategies. Moreover, we must learn to address those issues while managing as many as seven grade levels in one classroom. We need to develop expertise in parent relations, school counseling issues, community development, and even local economic development. We must have a thorough knowledge of school financing at the local, state, and federal levels. We must be astute negotiators when settling school contract renewals. We must be thoroughly trained in school governance issues. And, if our schools are going to thrive, we must have good experience with writing grants, initiating fundraisers, and networking with local resources of all kinds. It is no wonder that so many of us had not found what we needed in traditional forms of staff development that typically originate in urban universities, training labs, or teacher resource centers.

As an alternative, one of our most successful ideas was our "peer site review" program in which we created teams to visit each other's school and conduct interviews in order to describe for each other the strengths and weaknesses that we saw across schools. This effective strategy for bringing fresh views and new thoughts to each school's staff is now used statewide for Colorado charter schools. But all of this was not enough by itself. We had found each other, and we could share similar ideas and concepts. We knew, however, that if our network was truly going to meet the needs of our staffs, we needed more.

We didn't truly understand what was lacking in our early efforts until we understood that at the very core of our needs was a deceptively simple concept: relationships. As our relationships with one another deepened and broadened, we were able to stretch ourselves in ways we had never dreamed. Our meetings look different now than they did in the beginning. We take greater risks in sharing what isn't working because we have built up the necessary trust among ourselves that enables us to address the difficult issues of tiny rural schools. One family moving out of town, for example, can reduce school enrollment by ten or twenty percent; three or four families moving out of town can mean the collapse of a school, perhaps even of a community. We share the very real potential of losing everything that we care passionately about. Often with an arm on a shoulder, we share tears. We share fears. We share hope.

We also take greater risks in inviting others into our conversations, asking questions when a need arises, and seeking experts to help us when we don't find complete solutions on our own. We find quite often that the experts are members of our own communities; "staff development" is no longer an issue only for teachers; it's an issue for the community.

Along the way, several of our members found their way into the Bread Loaf Rural Teacher Network. A natural "fit" for the Colorado Rural Charter School Network, the BLRTN offers teachers a broader experience of professional development that is built on a strong foundation of positive relationships among teachers that are safe, nurturing, and even healing when necessary. At the same time, the BLRTN offers opportunities for bringing voices of other "experts" in special fields into the conversations to stimulate, inspire, and introduce new concepts as questions about learning are being asked. It may be that the term "professional development," as traditionally conceived, is no longer appropriate for many teachers. It may be that "relationship development," or "network development," or perhaps "community development" will be the key to unlock the varied resources needed by the ever-changing and broadening role of a contemporary teacher. ❦

Ginny Jaramillo is principal of the Guffey Community Charter School in Guffey, Colorado, and program director for the Colorado Rural Charter Schools Network. She attended the Bread Loaf School of English in 1999 on an Annenberg Rural Challenge Fellowship.

Discovering Best Practices

by Helena Fagan
University of Alaska Southeast
Juneau, AK

Tom McKenna
Professional Education Center
University of Alaska Southeast
Juneau, AK

Helena Fagan

WITH THE ALASKA daylight rapidly diminishing late last summer, we pushed ourselves to plan a course for fall semester, "Best Practices in Reading and Writing." This course, we hoped, would extend for classroom teachers the richness and nourishment of two programs they had participated in that summer: the Bread Loaf program and the Alaska State Writing Consortium. We wanted to design an online course that didn't feel like an online course. We wanted a course that would greet the teachers exactly where they were, in terms of literacy instruction, and guide them toward stronger pedagogy and better practices. We also wanted to create a safe and vibrant community, a replication of the stimulating summer environment.

This task came to us thanks to funding from a federal Technology Innovation Challenge Grant that had been awarded to the Alaska Department of Education. Leaders from each of the participating content areas (Science Consortium, Geographic Alliance, Math Consortium, Writing Consortium, and the BLRTN) gathered in Juneau to plan online courses. These partners asked that we develop the course with a very simple structure that would allow teachers

- to introduce themselves and describe their teaching situation to other teachers;
- to discuss a common piece of literature involving language arts standards;
- to post project plans on line for others to review and discuss;
- to implement plans;
- to share student work;
- and to publish the results on the World Wide Web.

Online courses are becoming commonplace in Alaska, where great distances make enrollment in traditional university courses during the academic year an impossibility for teachers outside of Juneau, Anchorage, and Fairbanks. Although much good work is being done on line by teachers and students, there is always the danger that online curriculum will succumb to "canned" formats for the sake of convenience. Indeed, convenience and economy are two qualities of distance education that are very appealing if one looks only at the bottom line. But we didn't want to create standard fare that could fit into a can. We wanted to create a course that allowed space for individuality and creativity. It seemed a challenging paradox to us, during those last rainy August days, to attempt to create a course about standards that wouldn't fit in a can!

The majority of teachers who enrolled in the course had taken Bread Loaf classes during the summer. The mix was broad, however, including some teachers from tiny villages on the frozen tundra and others from mild and wet southeast communities, and even a teacher from the University of Alaska Southeast. We had teachers with many years of experience and teachers who were just beginning their careers in the classroom. How could we take all of these variables and create something of value to everyone? That question kept our discussions and planning sessions heated and lively.

> Our experience with this dedicated and talented group of teachers reminds us that professional development must be interactive and responsive.

Just as we began to feel we had found some direction, we learned that the course, which was originally conceived as "a professional development experience," had to meet criteria of a graded, graduate-level course. We headed back to the electronic drawing board. Ultimately, we designed a course that included many opportunities for dialogue, thinking, and theorizing about the reading. We reviewed a student portfolio that examined the student's growth over a year's time in terms of meeting the Alaska State Standards. We also asked our group to read Scott Christian's book *Exchanging Lives* (NCTE, 1997), a narrative that shares Scott's journey through online exchanges with his middle

school students. Since we both had participated in the conferences described in the book, this seemed particularly appropriate for reading and discussion. We designed a site for the course on the Web, complete with directions and descriptions of assignments, assessments, resources, and even a touch of Zen (Best *Practice*, get it?) through decorative bamboo and flashing meditative quotes. The dialogue of the course and the presentation and discussion of project designs were to happen on line using FirstClass conferencing software.

At this point, we scratched our heads and wondered what would help these already too-busy teachers discover better literacy practices and at the same time earn them graduate credit. The first teacher to get on line and review the course syllabus had already told us, "The site is beautiful, really, but I don't understand what I have to do." We were in trouble! As we telephoned teachers and discussed their ideas for projects, we realized that each project reflected the uniqueness of the teacher and the needs of his or her students. Of course, each project idea was grounded in the Alaska State English Language Arts Standards, but thankfully these standards are quite broad, enabling teachers to help students meet them through an array of methods. We finally decided to include a component we called "literature circles," in which a few teachers would read several common texts in a concentration area of their interest. These small groups of teachers then would discuss those texts and include speculation on the group experience in their final narrative reflections about their learning experiences.

The literature circles turned out to be a grand addition to the course. As we reviewed narratives from the class, we noted many references to the value of the reading and the dialogue that ensued on line. Giving teachers the freedom to select their own readings encouraged them to gain knowledge in areas in which they were seeking new insights and to discover the best

Tom McKenna

practices to implement in their classrooms. In designing this course, we learned what teachers know: the more meaningful we make the learning for each student, the more powerful the experience and the more easily the student can incorporate the learning into his or her life.

The main "products" of this course, as we originally envisioned them, were the Web page representations of collaborative projects and the narratives of teachers' learning. These outcomes document the intellectual rigor of the course. Yet we believe, in many cases, the dialogue teachers engaged in on line achieved an intellectual rigor equal to the outcomes we prescribed. Make no mistake, the projects were powerful. They ranged from nurturing literacy in an entire village community to integrating science and language arts through creative writing to creating a mentoring program for high school writers and university students. Though these projects represent significant movement toward best practices, the apparent value of the online dialogue to the teachers' growth suggests that such dialogue actually helps teachers discover ways to meet and exceed standards. This dialogue happened because the teachers were successful at creating a community of learners. We were skeptical at first that we could create such a community on line, but respecting the needs of learners and their ability to direct their own learning allowed us to stay in our role as facilitators, which in turn allowed class members to lead each other, and us, toward meaningful and substantial learning. In another incarnation of this course, we'd like to give teachers greater latitude to create portfolios that meet key elements of the relevant standards in whatever way is most meaningful to them.

We hear much talk these days from decision makers about the need for online "delivery" of professional development. Our experience with this dedicated and talented group of teachers reminds us that professional development must be interactive and responsive. Although it's tempting to think that we can efficiently "Web-deliver" course materials and content to teachers, our experience working with busy professionals suggests to us we have to enter into a more reciprocal relationship than the word "delivery" implies. ❦

Helena Hagan, after 21 years as a classroom teacher and specialist, teaches part time for the University of Alaska Southeast and works as a consultant. She attended the Sewanee Writers Conference last summer and is currently working on poetry and short story collections.

Tom McKenna lives in Juneau, Alaska, where he works as an instructor at the University of Alaska Southeast's Professional Education Center. He received his M.A. from Bread Loaf in 1995.

On Becoming a Teacher and Writer

by Anne Shealy
John Ford Middle School
St. Matthews, SC

IN THE SUMMER of 1995, my husband and I borrowed a trailer, packed our belongings, and headed back to college. As we drove through the Stecoah Gap out of Graham County, North Carolina, and headed toward Clemson University, I had no idea that the experiences I would encounter would equip me with much more than a master's degree. Driving down that mountain, Mike and I bantered with one another about quitting our jobs to go to school and about who would be the first one back on a real payroll. He insisted that he was officially retiring, and I had to remind him we were moving to Clemson, South Carolina, not Boca Raton, Florida.

The first course that I took as part of my master's program was the Writing Project. After only a few hours in this course, I realized that this opportunity would be the first one in a long time that I would have to write for real audiences. Even though I had taught writing for several years, I rarely had opportunities to write. Finding myself in the role of student writer, I sensed the tables had turned: I began to identify with the learning experiences of my former writing students.

In the Writing Project, I created a personal literacy portfolio that identified and traced the meaningful experiences in which writing had enabled me to become the person I am. The first piece I wrote, "Galloping through Literacy," tracked my love of horses, a passion that led me as a young girl into much reading and writing about horses. While Mike adjusted to life in our studio apartment and hung out his shingle as a forestry consultant, I reread my childhood diaries and dug through my mom's attic in search of my *Black Stallion* and the Trixie Belden books. I wrote, revised, and rewrote, and finally sat Mike down to listen as I read my essay. I submitted the piece to a local teacher publication, *UpCountry Voice*, and was excited when it was soon published. The experience forever changed the way I teach writing. I had improved my writing through a process of "workshopping" it with my colleagues, and I now try to provide the same conditions to ensure my students' success with writing.

I was ready to write more. Mike had fantasies of my becoming the next Grisham while he built a client list and trekked through the woods in search of the perfect timber stand. I reminded him that I was 30 years old and had not even written a short story yet. But I enrolled in a fiction workshop, released my inhibitions, and began turning out short stories. I was fascinated by the characters in my stories, and I delighted in determining their fates. I returned to the classroom within a year as a teacher with a new focus on writing, one devoted to giving students a broad experience in writing and the "author-ity" to choose their own topics.

Anne Shealy

Over the next few years, Mike and I made several more moves, finally settling in my hometown in the midlands of South Carolina. I pulled out that first piece of writing, "Galloping through Literacy," and submitted it as part of my application to become a Fellow in the Bread Loaf Rural Teacher Network. On the night I mailed my application, I wrote in my journal, "I'll never get accepted. I'm not good enough." But I was accepted and awarded a fellowship, and I've come to understand that many teachers experience self-doubt about their professionalism as I did. A Southern girl who had never traveled north of Washington, D.C., I poured my heart into my journal, recording every moment at the Bread Loaf campus: the initial inadequacy I felt when I heard my classmates' erudite comparisons of translations of *The Iliad*, my struggle to make meaning of the literature I was reading, and ideas on teaching literature that I wanted to bring back home to my classroom. My journal supported me like a trusted friend, helping me sort out the new world I was experiencing. I marveled daily at this place called Bread Loaf and struggled to record concretely much of it in this navy book that soon needed a strong rubber band to hold its well-used pages together.

Since my experience in the Writing Project, my writing had been private. I had submitted a few stories to magazines and received rejections, and I had shared personal writing with my students. But, for the most part, I kept what I wrote to myself and had no audience for my writing. That changed once I experienced writing on line to my peers at Bread Loaf. BreadNet, the computer networking system Bread Loaf offers to its students and faculty, gives users far more than email service. It allows for computer conferencing among any number of teachers about whatever professional topics interest them. Some dis-

cuss district policy, others teaching methodology, others literature. I was initially afraid of putting my writing on BreadNet for others to read. What if I misunderstood the conversations? What if I said something stupid? What if the technology was over my head? But again, once I focused on making meaning for others whom I trusted, my fears were assuaged. Writing on line with my classmates at Bread Loaf that summer provided an audience for my writing about topics I was passionate about. I found in Bread Loaf a community of fellow teachers who shared a passion for teaching. Our communication continues on BreadNet during the regular school year and consists of more than mere swapping of lesson plans as is common on many listserves. We create dialogues about issues that affect my students, issues such as integrating technology into the classroom or recognizing and appreciating a child's language while providing needed support for standard English. Writing on line about teaching gives me the opportunity to discover my own voice, shape my opinions among colleagues I trust, and learn from them as well.

Now I am communicating with teachers across the nation as we plan to have our students exchange their writing. We continue to make connections. We read and write about literature that we want our students to read, and we discuss how we think they might react. When our students write on line to each other, they too search for the right words to create meaning. Writing on BreadNet is much more real for them than simply writing for the teacher at the head of the class.

Writing is now a real and rewarding experience for me, not something that people do to satisfy a score on a standardized test, but something we do to create meaning and communicate it. This change is evident in my classroom in how students see writing. As pressure heats up in school districts in South Carolina over the difficult challenge for students to meet the standard on our new state performance tests, I feel more empowered than ever to have my students write for real purposes. Their experience in writing to real audiences on line, with supervision by me and my colleagues in remote classrooms, has helped them develop their writing voices naturally, and students demonstrate to me that their writing serves a purpose in their lives beyond filling a score on the state test or in my grade book.

I knew as I worked with him that all my writing experiences had prepared me for this task.

Does my evolving view of myself as a writer really make a difference in my ability to teach writing? The answer—a resounding YES—came from an unlikely but much cherished person, my husband. Mike eventually took a job as a natural resources management professor. After a particularly grueling day in the field with some indifferent forestry students, Mike stormed in the back door and demanded, "How do these kids expect to become foresters if they won't walk in the woods?" I think about that comment frequently as I consider my work: How can we teach writing if we ourselves won't write?

Recently, I talked to one of my seventh graders, a boy who reads on a second grade level. We were trying to come up with ways to help him improve his reading and writing skills. I knew as I worked with him that all my writing experiences had prepared me for this task. I have struggled to put my words on paper or to experiment with my ideas, but I'm not afraid to do it, and I encourage this boldness in my students. I explained to him that I'm not afraid of mistakes because I'm not afraid of revision. And I shared with him my writing successes and failures as I attempted to equip him with some skills to make meaning and to revise.

Driving out of the mountains of North Carolina stands as a turning point in the way I teach writing. In the months that followed, I wrote more than I had ever written before in my life and discovered a great deal about myself as a writer, as a teacher, and as a person. I discovered writing was almost always a difficult process, but the exertion is a natural, acceptable step in becoming a better writer. My continued development as a writer informs my teaching of writing. I've learned the value of writing regularly and now teach this value to others.

I realize that I'll probably never be interviewed on the *Today Show* for my latest bestseller and I may not receive more than a "Thanks, but no thanks" letter from an editor. Mike will have to put off retirement a little bit longer as we live on teachers' salaries. But my career is meaningful because I can help a struggling seventh grader. Now, when Jermaine or Anita asks me how to make a character seem more real, I draw on my own writing experience to help them take control and imagine themselves as writers. It's obvious I love teaching. I love it because I take pleasure in experiencing what the students experience. ❦

Anne Shealy currently lives in her hometown of St. Matthews, South Carolina, and teaches at John Ford Middle School. She received an Annenberg Rural Challenge Fellowship in 1998 and a DeWitt Wallace-Reader's Digest Fellowship in 2000.

Creating Conditions That Foster Teacher Development

by Pam Landry
Colchester High School
Colchester, VT

David Leo-Nyquist
St. Michael's College
Colchester, VT

Bill Rich
Colchester High School
Colchester, VT

Teachers cannot create and sustain the conditions for the productive development of children if those conditions do not exist for teachers.
—Seymour Sarason

NOTHING QUICKENS the pulse of teachers like the memory of their first few years of teaching. Ask them to reminisce about those jarring years, and their eyebrows will begin to twitch, and a look of dread will spread across their faces. Almost without exception, teachers report that they were not prepared for the overwhelming demands of public schools. This is a problem that we've worked on collaboratively for five years, linking teachers across institutions, to prepare interns for the rigors of teaching. Along the way, we've constructed a system of support that promotes their productive development and suggests the kind of infrastructure of support that schools need to provide all teachers if they're serious about achieving high standards for all students.

During the last five years, we've designed and taught a four-credit, fifteen-week college course that preservice teachers take prior to student-teaching. Centered in a local high school humanities class that's team-taught by a social studies teacher (Pam Landry) and an English teacher (Bill Rich), the course is offered through an arrangement between Saint Michael's College, a small liberal arts college located in Colchester, Vermont, and nearby Colchester High School. This high school class meets every day for eighty-four minutes, and every Thursday for nine weeks the college students enrolled in David Leo-Nyquist's ED 361 course take over the class as small-group leaders. Although shared activities guide the planning and teaching activities of the interns, enough flexibility and options are built into the block structure to allow them responsibility for significant amounts of individualized planning and decision-making. They gradually begin to think and act like teachers while being mentored by their college professor and by Pam and Bill. During two additional class meetings each week back on campus, David and the interns plan for their school visits and connect their common teaching experiences to the larger issues raised through assigned readings, discussions, and reflective writing.

We're now in the ninth semester of this small-scale partnership. Though each semester we continue to tinker with the program, we've succeeded at providing the interns with a real teaching experience within a finely tuned support system that includes the following features. Each week the interns create lesson plans using resources that we have developed (with feedback from previous interns), which include a collection of tried-and-true graphic organizers, rubrics, and other supplementary materials. Just prior to each visit, the interns give their lesson

Bill Rich at Bread Loaf in Vermont, 1999

plans to the mentors, who refer to the plans as they observe the interns' work with kids. The mentors take notes as they observe and give them to the interns after each lesson. An hour-long debriefing session occurs at the high school immediately after each teaching visit, and the high school students provide written feedback to the interns at the midpoint and the end of each semester.

In addition, each week the interns write journal entries that analyze significant teaching episodes arising from each visit, and the college instructor responds with extensive written feedback. The interns keep detailed records of their students' learning and write a page-long narrative evaluation for each of their students. Midterm and final conferences between each intern and the college and school mentors focus on the intern's performance and documentation of student learning.

Habits of Mind We Instill in Our Interns

Deciding to Commit

Bill—At the outset of each semester, I meet with the interns who will soon teach in our classroom for the first time. I emphasize that teaching can be learned and assure them that, although having lots of talent helps, there's one essential quality that all good teachers possess: commitment. It's the soul of good teaching, I tell them. Without it, even the most talented teacher will have a hard time making it in today's public schools.

This startles the interns, who probably expect me to talk about pedagogy or curriculum, so I explain why I think commitment is the place to begin. Public schools are stressful environments that take a toll on teachers, and tentative teachers are most vulnerable to the currents of negativity that can erode a teacher's spirit. Why? Because the overwhelming needs and the limited resources present in public schools can be too much to bear. The freshmen they'll work with are real people, I stress, who deserve nothing less than committed teachers. And, I add, the only way to know if you're up to the difficult task of teaching is to give it your best shot. Halfhearted efforts won't do. Commit.

David—Bill's talk with the interns about commitment both inspires and terrifies these college juniors and seniors, who are really struggling at this point with whether they've actually got what it takes to follow through on this vague desire to be a teacher. They're going through a process of transition: these occasionally responsible college students who have cut corners to get by are now teachers whose actions affect peers and high school students. Like a drill sergeant ready to toughen them up for boot camp, I make it clear to them that my role is to help them make that leap if they're willing to make the commitment.

Embracing Ambiguity

Bill—It's impossible to convey to someone who's never taught just how complex and overwhelming teaching is, which is why we place our interns into a teaching role as soon as possible *before* they do any student-teaching. Accustomed to Hollywood stories of teaching like *Dead Poet's Society* or *Dangerous Minds*, which glamorize teaching, most budding teachers have no idea what they're in for. Usually it only takes one or two attempts at teaching to get our interns hooked, and we know we're making progress when, after that initial rush of enthusiasm, they become perplexed with the complexity of it. "Okay," we tell them, *"now* you're ready to join the conversation with the rest of us who teach!"

David—Two of my favorite writers on teaching, Philip Jackson and Joseph McDonald, are quite eloquent about this aspect of our work. In *Life in Classrooms (1968)*, Jackson refers to teaching as "an opportunistic process" in which "neither the teacher nor his students can predict with any certainty what will happen next. . . . Experienced teachers accept this state of affairs and come to look upon surprise and uncertainty as natural features of their environment." And McDonald, in *Teaching: Making Sense of an Uncertain Craft (1992)*, asserts that "messiness" lies at the heart of good teaching and warns against "sanitized images of teaching" promoted by the "conspirators of certainty." Very early on in the semester the interns begin to understand that this messiness and ambiguity are part of the great thrill and challenge of teaching, not something to fear.

Pam—Teaching is anything but straightforward. Each semester I observe the eager interns nervously preparing to teach our students. As their mentors, we focus on providing instruction that will improve our students' reading and writing, and we spend a lot of time creating curriculum and assessment tools for them to use. Their college course work has prepared them in specific academic areas, but when they arrive in our classroom, they're faced with "extracurricular" challenges for which they've had little or no preparation. Some become more committed to their goal of becoming a teacher once they realize that their success isn't based entirely on planning, implementing, and assessing instruction but also on making important human connections with their students.

Sharing the Struggle

Bill—Once the interns have begun to wrestle with the complexity of their new responsibilities, we help them understand that wallowing in worry or retaliating with negativity won't help; reflecting on the struggle and sharing

(continued on next page)

Creating Conditions

(continued from previous page)

thoughts with colleagues will. Yet we've noticed that most public school teachers spend the majority of their day alone with their students with precious little time to reflect collaboratively about pedagogy, curriculum, and assessment. We ensure that our interns spend much of their time reflecting together, sharing resources, and talking about what worked and what flopped. Giving the interns this time to reflect means they have less time to spend teaching, but we feel strongly that the discussion and the writing that ensue from the reflection are critical for their development as teachers. Without adequate time for reflection and planning, and without support from their peers and from experienced mentors, our interns (and, we believe, all teachers) are unprepared to meet their students' needs.

David—Our interns make their teaching public through regular observation and critique, which lead to conversations about teaching and how to do it better. We want them to expect that their best teaching ideas and practices should be shared, adapted, and reused by themselves and their peers; likewise, their least effective practices can be identified and minimized through the same process. Once they're hooked on the advantages of treating their teaching as a public, collaborative activity, they're more likely to be advocates for collegiality and collaboration within their schools when they start their teaching careers.

Collaboration among teachers in a school, we believe, is a great tool for improving teaching practice. All good teachers are continually learning to teach, but they need the ongoing support of good coaches and mentors in order to stretch themselves in new directions and hone their craft. We haven't sufficiently tapped the benefits of coaching and mentoring expertise within a teaching staff for the purposes of school improvement and professional development. We need to begin thinking seriously about how to identify, apply, and nurture that resource.

Pam—There has never been a time in the past ten years when I've been more aware than I am now of the need for new teachers to continue to have a safety net during their first years of teaching. This year our school has replaced one-third of its faculty, and many of these newcomers are first-year teachers. While the stereotype is that new teachers equal new blood, fresh ideas, and the latest teaching methods, we know from our own experience that just as often they are frustrated and overwhelmed. One obstacle that limits the amount of help that we veterans can provide to the rookies is the public perception that the only time a teacher is doing her job is when she has twenty-five students sitting in front of her in the classroom. According to this limited view, mentoring colleagues and planning with teammates aren't considered part of the job. I think that used to be my perception as well. But very early in my career an administrator wisely said to me, "One of the most valuable times for teachers is when students aren't around." I've now taken that advice to heart. The message is loud and clear: all teachers, especially new teachers, need ongoing contact with mentors and peers.

The Conditions That Foster Teacher Development

Our five years of working together to develop prospective teachers have led us to a disquieting conclusion: the systems in place in most public schools work *against* the continual growth of teachers, who are bound by constraints that unintentionally discourage reflection and collaboration, the touchstones of professional growth. As a result, during the first three years of teaching, many of the best and brightest leave the profession in search of work settings that support and reward innovation, collaboration, and excellence.

For teachers who do stay, professional development usually involves listening to visiting experts. And while summer courses and faraway conferences play an important role revitalizing teachers, faculties across America most need school settings that vitalize, rather than drain, teachers.

So, what would these optimal conditions look like in a school? We've identified seven steps for schools if they're serious about supporting teachers during all stages of their careers. Such schools would:

1. Lighten the load for newcomers, match them with mentors who are outstanding teachers and trusted colleagues, and provide release time for the mentors to ensure they have the time they'll need to coach the new teachers.

2. Insist that teachers help each other improve their practice. This should occur frequently and during regular school hours. To accomplish this, schools must provide time for teachers to observe their colleagues and afterward talk about the observations.

3. Create opportunities with well-defined roles, rewards, and differentiated job descriptions for proven and trusted teachers to take responsibility for planning and implementing professional development activities for the entire teaching staff.

4. Provide opportunities for all teachers to write reflectively, attend relevant workshops, conferences, and courses, and renew their commitment through periodic retreats and sabbaticals.

5. Elicit feedback from students that will help teachers improve their practice.

6. Foster commitment within the faculty. This can be achieved in small yet

6. Foster commitment within the faculty. This can be achieved in small yet significant ways, from ensuring that the facilities are clean and maintained to giving teachers the tools they need to get the job done.

7. Convince teachers to leave teaching if they cannot sustain their commitment or improve their practice within such a supportive setting. If conditions are right, there are fewer excuses for poor teaching.

Conclusion

Even under the best conditions, teaching well is difficult to do, and the working conditions in most public schools are far from ideal. Yet these same schools are based on an idea that every student—regardless of ability or social standing—deserves a good education. But how can schools attain such a lofty goal without creating environments conducive to good teaching?

Unfortunately, the public still clings to the wrongheaded notion that teachers have it easy, with long vacations and short workdays. These critics argue that teachers should be expected to do more with less. The idea of providing additional resources to help teachers galls such folks, yet these same people clamor for higher standards in our schools. Two centuries ago, Thomas Jefferson warned, "If a nation expects to be ignorant and free, it expects what never was and never will be." Today, if our communities expect schools to raise standards for students without improving the opportunity for professional development for teachers, they also expect what never was and never will be. ❦

State BLTN Moderators for 1999-2000

Carolyn Coleman—West Laurens High School, Dublin, GA
Ginny DuBose—Waccamaw High School, Pawleys Island, SC
Dean Blase—Indian Hill High School, Cincinnati, OH
Gary Montaño—Carlsbad High School, Carlsbad, NM
Steve Schadler—Rio Rico High School, Rio Rico, AZ
Prudence Plunkett—Houston Jr./Sr. High School, Big Lake, AK
Sue Locarno—Hazen Union School, Hardwick, VT
Brad Bushee—Ocean Springs High School, Ocean Springs, MS
Sharilyn West—Cheraw High School, Cheraw, CO
Karen Mitchell—Coordinator of Moderators, University of Alaska Southeast, Juneau, AK

State BLTN Moderators for 2000-2001

Douglass Boardman—Lamoille Union High School, Hyde Park, VT
Ginny DuBose—Waccamaw High School, Pawleys Island, SC
Dan Furlow—Clayton High School, Clayton, NM
Joan Haigh—Danville High School, Danville, KY
Eva Howard—Preble Shawnee Middle School, Camden, OH
Karen Humburg—Lowell Middle School, Bisbee, AZ
Judy Kirkland—Harlem Middle School, Harlem, GA
Patricia Parrish—Sumrall Attendance Center, Sumrall, MS
Sondra Porter—University of Alaska Southeast, Sitka, AK
Maria Roberts—Peetz Plateau School, Peetz, CO
Karen Mitchell—Coordinator of Moderators, University of Alaska Southeast, Juneau, AK
Lou Bernieri and Hazel Lockett—Co-directors of Urban Schools Network

Pam Landry teaches social studies at Colchester High School in Colchester, Vermont, where Bill Rich, a 1999 graduate of the Bread Loaf School of English, teaches English and social studies. David Leo-Nyquist is the coordinator of secondary education at Saint Michael's College in Colchester, Vermont.

BEST COPY AVAILABLE

Sustainable Partnerships: New Ideas for Professional Development

by Scott Christian
Professional Education Center
University of Alaska Southeast
Juneau, AK

SEVERAL YEARS AGO, I attended an in-service at the middle school where I was teaching. Forty-seven teachers of children from grades 7–12 convened for two days in the library for one of two in-services that happened that year. Mugs of coffee in our hands, we sat with our friends as a woman from the Occupational Safety and Health Administration (OSHA) began her presentation. During the previous spring, our school had received a surprise visit from OSHA. They discovered numerous violations. The chemicals for processing photographs in the darkroom were in unlabeled bottles. An extension cord in the shop was inadequate. The climbing wall in the gym had not been certified by the appropriate organization, and so on. Consequently, our school district paid a fine and underwent a series of "training sessions" from OSHA. You can imagine our excitement. The woman began her presentation in the same way that she ended it the next day: she opened a large black notebook, took out a color transparency, placed it on the overhead, read it to us slowly, asked for questions, and returned to the next transparency. We averaged four or five transparencies per hour, for a total of ten hours over two days. We paused occasionally to complete worksheets and questionnaires, but much of the day was spent listening to the mind-numbing detail of OSHA regulations.

The importance of safety notwithstanding, most of the information had very little, if anything, to do with classroom teachers and teaching. In retrospect, the most outrageous aspect of that dehumanizing event was the fact that we didn't walk out. We didn't go to the principal and say, "Look, we have important work to do, and this is a waste of our time!" I now realize that our expectations were so low for in-service days—our previous experiences had been belittling and mindless—that two days on OSHA regulations wasn't so bad. After all, we had coffee and bagels; we were among our friends; it could have been worse.

Too often, as in the case described above, teachers are required to endure local, state, or federal "training" to which they submit quietly with little opportunity to engage meaningfully with relevant ideas or to reflect on their teaching practice. That is why my first act as director of the Professional Education and Training Center at the University of Alaska Southeast was to remove the word "training" from the title of the center. In my mind, training was for poodles and not for professional teachers. Since that day, we are known as the Professional Education Center, and our focus here is on providing the opposite of the OSHA event. We promote experiences for teachers that are challenging, interactive, sustained, and guided by the same sound philosophy of pedagogy that works best with students.

In the end, both students and teachers are humans first and participants in schools second. If we think of ourselves and our colleagues as humans—which may seem like an odd notion in these days of standards, accountability, bubble sheets for attendance, teachers who see more than 150 students in a day, and so on—we should wish to create learning environments and experiences in which humans can be engaged, comfortable, safe, and nurtured. Like our students, we teachers need highly specialized, differentiated experiences to build upon our specific teaching contexts, teaching philosophies, interests, and dispositions as human beings. This kind of thinking is in direct opposition to the notion of herding 200, 300, or even 500 teachers into an auditorium to witness the PowerPoint presentation of the hottest, most affordable outside expert. As Lieberman, Darling-Hammond, and McLaughlin point out in "Policies That Support Professional Development in an Era of Reform," in *Phi Delta Kappan* (76.8, 1995), "people learn best through active involvement and through thinking about and becoming articulate about what they have learned. Processes, practices, and policies built on this view of learning are at the heart of an expanded view of teacher development that encourages teachers to involve themselves as learners—in much the same way as they wish their students would." Like our students, we learn best when we are among friends, when we share a common language, and when we are part of a supportive community.

What does professional development look like when it approaches the best instructional practices we provide for students? I'd like to briefly present one example of this new paradigm of professional development in action. I begin with a visit to the Bread Loaf Rural Teacher Network because no other organization that I know of embodies as many effective principles of teacher development. Although there are many fruitful and effective partnerships taking place throughout the network, there have been several instances where professional collaboration has evolved into a lasting partnership and real friendship. Mary Burnham from Vermont and Rosie

Roppel from Alaska connected their middle school classrooms for a variety of online activities over several years. Sheri Skelton from Alaska and Priscilla Kelley from South Carolina are now in the fifth year of a sustained and sophisticated partnership, which has evolved as they grew to understand each other's students, teaching styles, and the cultures of their unique places. Steve Schadler from Arizona and Gary Montaño from New Mexico have worked together closely for several years now, creating long-term projects that have evolved into grant-writing projects. Many other members of the network are discovering that sustained partnerships with other teachers are the best means to professional development.

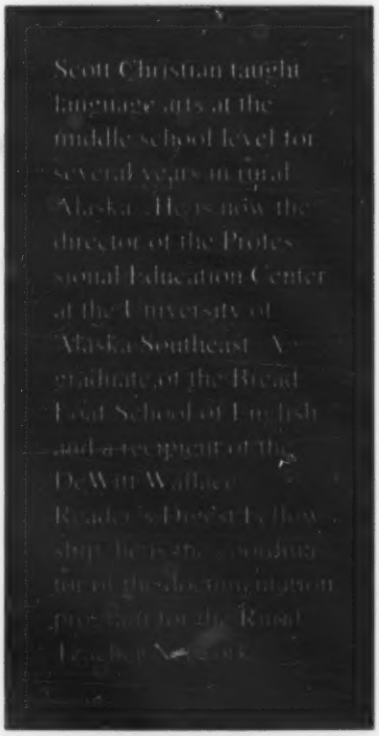
Recently, I had the pleasure of attending a presentation by Bread Loafers Dan Furlow and Barbara Pearlman at an NCTE conference. I was struck by the common language, the shared vision for interpreting literature and teaching writing, the unrelenting pursuit of quality in student writing, and, most importantly, the clear and evident presence of mutual respect and admiration. As I sat down to write about the human requirements of professional development, I naturally thought about Dan and Barbara and asked them to send me their thoughts about what makes a productive partnership. Dan writes,

> I have no idea what Barbara sees in me as a working partner, but I'm glad she's found something worthwhile. On the surface, we probably seem like the most unlikely people to share a close, collaborative working relationship. But I think that as we got to know one another, we found out that we share many common traits. Neither one of us entered the teaching profession at an early age. Both had many other life experiences prior to setting foot in a classroom as a teacher. And that may be the real defining point, one that says something about our approach to life and work, which we bring to collaboration. We've both been in high pressure jobs. I respect Barbara. She has seen and done a lot over the years, and she has arrived in New Mexico as a teacher of literature and language for many of the same reasons that I have. I could go on, but the bottom line is simply that we share some traits that we need in a working relationship. I can depend on Barbara to do what she says she will do. I know she will be up front and candid with me. She has an intelligence that works differently from mine, and I think we complement each other.

Recalling first impressions and the beginnings of her partnership with Dan, Barbara writes,

> I can remember the first time I saw Dan Furlow. Sitting in the Burlington bus station en route to Bread Loaf in Vermont, I saw a well-dressed cowboy. Coming from cowboy country myself, I immediately recognized the marks of a New Mexican: tooled boots, worn but tailored blue jeans, and an air of independence verging on the cocky. "Dorothy," I wanted to say to him, "you ain't in Kansas anymore." Our shared ride to Bread Loaf was enlivened by our conversation, waxing eloquently about our respective parts of the state. We found that summer that while there was much about our backgrounds and viewpoints that seemed at times to be in opposition, we were simpatico. As time, exchanges, two co-presentations at NCTE, and literally hundreds of emails have passed, I find that I am paradoxically comforted and challenged by our collaboration.

In the classroom, I've seen how pairs and small groups of students can create work that is well beyond the grasp of an individual working alone. I've seen middle school students who develop partnerships for peer editing over time and observed how that relationship becomes the foundation for a kind of learning that just doesn't happen when the teacher is constantly lecturing in the front of the room. And it's hard to predict what kindles this working relationship among students. With teachers it is the same: you can't predict which two teachers will hit it off or how they do it. But it is clear that teachers need the opportunity to develop such partnerships over time. The unique feature of the Bread Loaf Teacher Network is that it creates an environment and a culture where these partnerships can arise organically. As someone noted early in the development of the network, you can't choose your family but you can choose your friends. I think this analogy applies to many BLTN teachers: the faculties in our schools are like family in a way; we get along with some and argue with others. But our colleagues in the network are chosen friends with whom we establish professional partnerships. And we are likely to do good, innovative, sustained work with these friends, whom we genuinely admire, trust, and respect as professionals. ❦



Scott Christian taught language arts at the middle school level for several years in rural Alaska. He is now the director of the Professional Education Center at the University of Alaska Southeast. A graduate of the Bread Loaf School of English and a recipient of the DeWitt Wallace Reader's Digest Fellowship, he is the coordinator of the selection process for the Bread Loaf Teacher Network.

Redemptive Conversations As Professional Development

by Dan Furlow
Clayton High School
Clayton, NM

Barbara Pearlman
Hot Springs High School
Truth or Consequences, NM

EDITOR'S NOTE: Barbara Pearlman and Dan Furlow have been involved with their English classes in computer conferencing exchanges for the past two years. Although separated by nearly 400 miles, Truth or Consequences and Clayton have similar cultural components: ranching, agriculture, rural lifestyles, and a strong religious fundamentalism play major parts in focusing town politics and concerns. Clayton is more closely associated with the ranching culture of the high plains, while Truth or Consequences is influenced by its proximity to Mexico and has a transient population combined with established extended families. Their current online project presents students with an opportunity to openly discuss the idea of redemption, to recover ownership of their lives, to fulfill a pledge, and to think about the issues that will confront them as adults with the opportunity to be active participants for change. The focus of the project is eight foreign films that include the theme of redemption or renewed faith. The following online dialogue between Barbara and Dan illustrates how professional development takes place between teachers living in relatively isolated rural areas but who share common professional goals. Currently, there are over 300 Bread Loaf teachers who are involved in similar professional development projects.

March 17, 2000
Dear Dan:

When I used to hear the words "professional development," I used to imagine an "inspirational" speaker brought in to lecture our faculty at the beginning of a new school year to address problems in our school. No matter how well intentioned, the impact of most professional development of this kind was fleeting at best, frustrating at worst. I'm glad to tell you that working with you on our film study project has rekindled my belief in the possibility of professional development. When I hear those words these days, thanks to the work we've accomplished together, it is with hope and without cynicism.

Collaborating with you and our students, by writing on line, satisfies the most cogent elements of any school's professional development goals, and in turn it provokes similar development from our students. I find I am continually musing about the unique nature of online conversations, which seem different from phone or face-to-face interactions. There is fluidity mixed with formality in our writing. There is accountability in what we are doing, a paper trail of the process of our learning and the plans we make for ourselves and our students, and a product of the learning, which is the writing that results.—Barbara

March 20, 2000
Dear Barbara:

You actually get an "inspirational" speaker for professional development down there in Truth or Consequences? A couple of times we've had somebody talk to us about retirement planning (talk about getting blood from a stone), and sometimes it's been the old drug and alcohol routine. Other than that, I can't see much that would pass for professional development around here. Before we started working on line together, the only way I could advance my professional knowledge of anything was to do it on my own.

You talk about an "accountability" that is inherent in our work on line. I think we feel accountable because we know and trust each other. You know, the first three years I was teaching here in Clayton, I had no professional contact. I was an English teacher on my own. When we got internet service here on the high plains, I got on line real quick. For two years I was on a couple of listserves through the National Council of Teachers of English. Those listserves were lifesavers. But some evenings I'd have to wade through a couple hundred messages from folks all over the country just to see if anyone had directly addressed me or something I'd written, or to see whether there was a conversation going on that interested me. A listserve can be a pretty anonymous place. It's easy to drop out. Eventually, I did. What you and I do on line is different for sure.—Dan

March 30, 2000
Dear Dan:

Yes, what we do on line is different from any professional work I do anywhere else. The comprehensiveness of the work distinguishes it: we identified a common concern and purpose, planned, selected the films, sequenced them, identified themes, analyzed the medium of film, and finally drew a map of how to get our students engaged in meaningful written conversation that would satisfy curriculum requirements. It was a lot of work: justifying the project to parents and predicting results required me to be articulate beyond what is normally expected in most teaching situations. We learn from each other in our conversations about the project, and we develop professionally as the conversation continues by revisiting the reasons for what we do daily.

Here I am in T or C and you're 400 miles away in Clayton, yet we have such a familiar knowledge of each other's classroom and students. I won-

BEST COPY AVAILABLE

der why this fruitful collaboration happens more readily between us than between teachers who teach across the hall from each other? Perhaps it's because of shared experience and language. We both speak the language of hope, commitment, and high expectations. There is a safety net in our regular conversation, which continually questions, examines, and seeks clarification of what we are working on. And more than anything, our implicit agreement to learn from each other keeps me interested in teaching.—Barbara

April 3, 2000
Dear Barbara:

Why do we need this online collaboration? Just look at where we are. Our state is poor, and we teach in two of the poorest counties in the state. You and I have to deal with half of our students being gone for most of this week and next for the Future Farmers of America judging competition. When I tell you that I saw all the farm kids' pickups parked along the hardtop at the entrance to their ranch roads this morning on my way to town, you know what I'm talking about. So yes, we do speak the same professional language of the English teacher, but we also speak the same language of rural New Mexico, and I think our familiarity with each other's situation sustains our professional relationship. —Dan

April 6, 2000
Dear Dan:

You are right—the vernacular is the same—but so are our hearts striving for similar territory. Reading your message made me realize how immediate the whole process on line can be. The interactive nature of the online conversation personalizes the activity of professional development: it is a custom fit, like the very best pair of handmade boots.

I just downloaded the last of your students' responses to *Ma Vie en Rouge*, and I am sobered by it. The homosexual subject matter in the film is difficult for many students. I know that these two students are caring, sensitive, and intelligent young men, who will probably be positive members of society and achieve success. Still, they both write about God as if they have access to his personal listserve. The "logic" they use to support their argument that homosexuality is a sin contradicts how they would approach their calculus or physics class. Still, reading their responses, I am amazed at how both boys have addressed topics we never thought to include: hypocrisy, for example, and the question: what is the nature of God's love? Yes, we knew going into this that we'd never get a hundred percent of our students to embrace diversity, but I'm satisfied we presented difficult, relevant subjects with care, and I am already planning for next year's exchange.

—Barbara

April 10, 2000
Dear Barbara:

New ideas can make one uncomfortable. So what? That's what education does. Education is an awareness of possibilities. Those possibilities don't always fit nice and cozy in our worlds. Critical thinking, by definition, must deal with difficult subjects. I know we can defend what we do in the classroom. I don't think we should back away from anything. Our job is to figure out how to approach those issues.

But how do we get kids to articulate original, critical thinking and not simply parrot the clichés they've learned from authorities? I'm not sure, but maybe the answer lies in a pretty fundamental skill that we try to teach as part of traditional literary analysis: support all assertions. I try to hammer that one home almost every day, whether it's a class discussion on whether the Dallas Cowboys or the Denver Broncos are the better team, a formal paper discussing Twain's satire in *Huck Finn*, or an online conversation discussing a foreign film about a seven-year-old with some disturbing ideas about his sexuality. Maybe we need to demand that these kids support their assertions. And quoting scripture doesn't count.

Can it be that basic? I tell my kids almost every day that I value their opinions, but if they want me or anyone else to consider them seriously or maybe even adopt them, they need to support them with reason. Maybe it takes a primer in rhetoric at the start of the year. Are our high school kids ready for that? What do you think?

—Dan

Dan Furlow teaches sophomores, juniors, and seniors at Clayton High School in Clayton, New Mexico. A former soldier and sailor, Dan graduated from Millersville University and Kansas State University and is currently a third year Bread Loaf student.

Barbara Pearlman teaches senior language arts, drama, and photography in Truth or Consequences, New Mexico. An M.F.A. in photography and a much later M.A. in education influence her approach to literature and language. Barbara will spend her third Bread Loaf summer this year at Lincoln College in Oxford.

The Key to Professional Development: Creating Interactive Peer Relationships

by Janet Atkins
Northwest Middle School
Travelers Rest, SC

SEVERAL WEEKS AGO, I went to Madden Elementary School in Spartanburg, South Carolina, to talk to the faculty about teaching writing. The invitation came because I had contributed a chapter to a book called *Creating a Community of Learners* (Clemson University, National Dropout Prevention Center, 2000). The chapter is about students in my language arts classes who have done unusual research projects, all of which gave them experience in writing for real audiences. I worked hard on the presentation, and I believe the audience of teachers left with information that could inspire several of them to develop their own projects to involve students in writing for real audiences and purposes. Yet as I stood there talking to them, I suddenly realized that I was doing to these teachers the one thing I most resent about professional development! Though I would probably never see this group of twenty teachers again, I stood there expounding my knowledge about classroom structure, writing prompts, and the use of technology. The more I talked, the more impervious was the audience's glazed expression. After that session, I began to examine the important experiences that have helped develop me as a teacher. Most of these experiences were associated with my sustained participation in the Bread Loaf Rural Teacher Network over the last seven years.

The key to quality professional development—it is my firm belief—is sustainability. However, teachers are typically subjected to the "one-shot" in-services, which satisfy legislators' and oversight committees' immediate desire to improve teachers but do little to provide teachers with the ongoing conversations, inquiries, and experimentation that actually do teachers tremendous good. And such sustained professional development is based on commitment to one another. For instance, I have developed friendships and working relationships with other teachers that have lasted since I first joined the BLRTN seven years ago. Sustainability assures me that a trusted colleague can and will answer my questions, share in my insights, provide a sympathetic ear, or challenge me to clarify my thinking. Sustainable relationships are the foundation of our community of learners.

The Bread Loaf Rural Teacher Network is a community of learners. We learn from our students as well as each other. Teaching sixth grade this year for the first time, I was in uncharted territory, even though I've been a teacher for over fifteen years. I didn't know the sixth grade curriculum, and I was overwhelmed at first, using the textbooks to prop up my teaching. It didn't take me long, though, to realize that my colleagues on line were willing to help as usual. Anne Shealy, a Bread Loaf colleague in St. Matthews, South Carolina, inspired me to buy a set of books for my students that had been nominated for the South Carolina Junior Book Awards. Together, Anne and I devised ways to read the books in class and to write to each other on line about them.

As my classes discussed the book and the children began to respond in writing, I once again witnessed the magic that works on writers who have a real audience. The BLRTN learning community not only provides a place for professionals to be "at home" with each other but also gives students someone who listens. One student named Ashton wrote the following response to the book *Glennis Before and After*:

> The book *Glennis Before and After* makes me sure that Glennis's dad must have done some very bad stuff to go to prison. But after her dad went to prison, her mom could not take care of her or her brothers and sisters anymore. They had to go live with some of their friends or relatives close by where they lived. It makes me feel very sad because my dad had to care for me when I was little. It was very hard for him because my mom left and did a lot of bad stuff that she regrets now. But it would be really bad if your dad had to go to prison and your mom could not take care of you either.

Janet Atkins

> If I had to, I would go live with one of my relatives close by just like Glennis does. That is how I feel about this book.
> —Ashton, sixth grader

Ashton's response, like so much of the student writing on BreadNet, reminds me of what younger children are capable of with their writing. Ashton applies the fictional account of Glennis's life to her own, making a powerful connection. She finds a way to make literature meaningful to her experience. Ashton's writing ability in this instance is important because she was not an A student; in fact, she had a good bit of trouble with proper expression and usage. But the paragraph she wrote for her online peers is particularly clear and focused because Ashton has taken advantage of the opportunity to express thoughts about a personal experience to an audience that is supportive and interested.

Not long after Ashton wrote this paragraph, I was reading the introduction to Bill Bigelow et al.'s book *Rethinking Our Classrooms: Teaching for Equity and Justice* (1998). The authors further explain why Ashton was writing well, perhaps for the first time:

> The ways we organize classroom life should seek to make children feel significant and cared about—by the teacher and by each other. Unless students feel emotionally and physically safe, they won't share real thoughts and feelings. Discussions will be tinny and dishonest. We need to design activities where students learn to trust and care for each other.

My students and our online community of student learners had provided Ashton with the positive environment the authors recommend for significant learning.

What does Ashton's writing have to do with teachers' professional development? Ashton's writing is embedded in the ongoing story of my professional development as a teacher who trusts in her colleagues' ideas and engages in sustained conversations with other teachers and students. From the first class I took at Bread Loaf (Writing for Action and Advocacy), to putting my poetry on line for others to read and comment on, I have been "professionally in-serviced" by the interaction among this network of teachers. Moreover, the sustained quality of contact with other professionals via a network such as the BLRTN is vital to achieving understanding and growth in the classroom.

Ashton's writing is embedded in the ongoing story of my professional development as a teacher who trusts in her colleagues' ideas and engages in sustained conversations with other teachers and students.

As I have learned to be more responsive to sixth graders this year, I have depended on help from colleagues in the network. In the BLRTN, "no man is an island." Individual teachers are not cut off from the rest of the community or "in-serviced" as a way of remediating them. Sustained support is always possible and ongoing, whether it's by computer conferencing, telephone, or even regular mail. And there are many face-to-face meetings during the school year where members of the network continue to work together. Often we gather at regional and national conferences, as well as during the summers spent at one of Bread Loaf's four campuses, to develop professional relationships with each other and pursue collaborative interests that involve our students. This frequent contact helps to form the friendships that in turn make it comfortable to work with each other on line during the school year.

Looking back on my seven years as a member of BLRTN, I believe I have had the most powerful experience any language arts teacher could ever hope to have in professional development. I have received so much from my colleagues in Alaska, Arizona, Colorado, Georgia, Kentucky, Mississippi, New Mexico, Ohio, South Carolina, Vermont, and other places that I cannot begin to count the benefits. And my students have reaped the benefits as well. Every day they ask, "Did they write us back yet?" "Did anyone read my poem?" "Are we going to write to the kids in St. Matthews?" They, like myself, are eager to participate in this unique learning community that supports and appreciates their efforts in reading and writing. In dealing with his own efforts at community building, Archbishop Oscar Romero once said, "We may never see the end results, but that is the difference between the master builder and the worker. We are workers, not master builders; ministers, not messiahs. We are prophets of a future that is not our own." ❦

Janet Atkins is a sixth grade teacher and a 1997 graduate of Bread Loaf where she was awarded a DeWitt Wallace Reader's Digest Fellowship for three years. A published poet, she has given a number of workshops to fellow teachers on teaching writing.

In the Trenches with Peer Mentors

by D. R. Boardman
Lamoille Union High School
Hyde Park, VT

ON MY FIRST day in my new job as a seventh and eighth grade language arts teacher, I was introduced to a young guy named Jeff, an art teacher, who was to be my peer mentor, to show me around the school, and to help me through my first year of teaching in a middle school. Our principal meant well by matching us up in her informal attempt to encourage a mentoring program: we both had long hair and played in rock bands. Indeed, Jeff helped me with many of the essentials that are often neglected when one is introduced to a new workplace: he showed me where the decent bathrooms were located (ones with locking doors) and where to find the best coffee brewed on campus (in the maintenance shop).

And for me, at first, that was enough. Being older and a veteran teacher, I didn't need a lot of handholding, yet most of my experience was in alternative private schools where accountability and curriculum were flimsy at best, and I gradually found that I needed specifics that only veteran teachers in my subject area could give me. Luckily for me, a couple twenty-year veterans stepped forward and offered me their experience and knowledge about public school teaching, and thanks to the teaming approach of our middle school, I survived my first year and even thrived in my second and third years. Before I knew it, I had hurdled the mythical hump of the fifth year of teaching, that speed bump in teaching careers that separates the lifelong teachers from those who try the profession on for size and discover an ill fit.

That was six years ago, in fact, and I'm doing quite well now. But in that time, I have seen many new and good professional teachers come and go, some due to the low pay scale and some due to the lack of support from their peers. As I observed the attrition of the new recruits, I began to feel like a battle-weary sergeant who tries not to get attached to the new recruits—"I never bother to learn their names. They won't be around long enough to matter." Frustrated by that loss of talent and the continual interviewing that started every July, I spent much of last year researching peer mentoring programs and conducting informal surveys with new staff and veterans. My goal was to compile information and strategies that might help new teachers remain in our school and to stop the high turnover rate that was limiting us.

Doug Boardman with students on a field trip

That research resulted in our current peer mentoring program, which so far has been a modest success. At the beginning of the school year, I matched up new staff (some of whom had been hired only days before school started—talk about pressure!) with volunteer veterans in their content areas. I also sent out a letter explaining the role of a mentor, suggested logistics for meetings of the program participants, and provided a specific checklist of more than fifty difficult issues that typically confront new teachers (or teachers new to our school).

To structure the program, we used guidelines from a variety of sources, including "Mentoring for Beginning Middle School Teachers," an article by Roger Prosise and Mel Heller from *Schools in the Middle*, which suggests the purpose and goal of a mentoring program should be to:

- provide beginning teachers with someone specific to assist them with the transition to a new position and school;
- provide beginning teachers with a colleague who listens and is available to offer constructive feedback as well as suggestions for improving instructional strategies;
- assist teachers in selecting and adapting instructional materials and programs;
- empower experienced or veteran teachers by recognizing and utilizing their expertise;
- create a sense of collaboration in the school.

During the first quarter of the year, I sent biweekly mailings to individuals in the peer mentoring program to remind them of their responsibilities and to suggest changes to the checklist; meanwhile, monthly discussion meetings for the entire group ensured a sense of collective effort. Finally, at the end of the first quarter in November, we had a social gathering for the entire group at my house, where we indulged ourselves with snacks and hot cider and awarded certificates of achievement to all participants.

After the first semester, I sent a reminder to all members of the program, encouraging them to touch base

after midterm exams to discuss things ranging from grading to the thorny question of how to use all one's personal days before the school year ends. As before, all notices in mailboxes were accompanied with some chocolate, which always brightens up anyone's day.

Our peer mentoring program is based on the premise that the experts are on campus and ready to help each other.

To be sure, not all the peer mentor relationships were a success—I remember one conversation in early October with the two veteran science teachers who had teamed up to help one new teacher.

"We lost him, Doug," one mentor told me, his head hanging low.

"What do you mean you lost him? How can you lose a teacher? He didn't just get up and walk away, did he?"

"Well, actually he did. He didn't show up last week, and he just called in today and resigned. What did we do wrong? We checked in with him and did everything we were supposed to do. We had no clue there was anything wrong."

Like shepherds who had seen one of their lambs carried off by wolves, these two good teachers were genuinely troubled by what they perceived as their own failure when, as it turns out, that new teacher left for reasons that had nothing to do with them or the school. So when a replacement was later to take over, I immediately went to the two mentors and offered them another chance.

"Are you sure?" they asked. "We didn't do too good on the last one."

"Just make sure you mention the bathroom and the coffee," I said.

By the end of the semester, everybody was adapting nicely, past "failures" forgotten.

Though we tried to keep the program relatively informal and not too demanding of people's already overstretched time, it would have been difficult, I think, to find volunteers to shepherd our new flock if not for special considerations that appeared in our new teaching contracts.

Ratified at the end of last year, the contract requires a teaching portfolio as proof of professional development, and substantial pay raises are based on its quality. This requirement makes a program like peer mentoring very attractive and helpful to practicing teachers—what better evidence of professional development is there than sharing your expertise with a colleague? That is the very essence of most workshops and classes: people share the knowledge they have with others who can use it. Yet in most in-services, the experts come from outside the school. Our peer mentoring program, however, is based on the premise that the experts are on campus and ready to help each other. The advantages of viewing professional development, at least in part, as an in-house concern are obvious: our acute familiarity with the idiosyncracies of our school and student body; our combined decades of experience with this community, its parents and families; and our knowledge of the curriculum and materials available to us. There are also some potential hazards: cynicism and negativity may plague some veterans entrenched in any system, and personal biases may exist among faculties in which little collaboration has ever been attempted.

Yet the participants in our peer mentoring program represent that rare breed of teachers who still come to school every morning with smiles on their faces, the same smile they had ten, fifteen, or twenty years ago when they first arrived. They still like what they do and want to share their positive job experience with others. Ultimately, this shared love of inquiry and learning is what fosters professional development, and peer mentoring provides structured opportunities for veteran teachers willing to share their professional lives—it's like finding that spring of fresh water to rejuvenate the soul, that spark that rekindles the fire, that laugh that keeps us crazy after all these years.

Notes

In developing structure and techniques for peer mentoring, we used information from a variety of sources including:

Delgado, Mary. "Lifesaving 101: How a Veteran Teacher Can Help a Beginner." *Association for Supervision and Curriculum Development*. Spring, 1999.

Prosise, Roger and Mel Heller. "Mentoring for Beginning Middle School Teachers." *Schools in the Middle: Theory into Practice*. Summer, 1993.

Rowley, James. "The Good Mentor." *Educational Leadership*, May, 1999.

Doug Boardman teaches seventh and eighth grade language arts at Lamoille Union High School in Hyde Park, Vermont. He is an award-winning photojournalist and a member of the National Writing Project at the University of Vermont.

BEST COPY AVAILABLE

National Board Certification: A Complement to Bread Loaf

by Eva Howard
Preble Shawnee Middle School
Camden, OH

IN THE RUSH of the school day, do teachers actually have time to read carefully all the memos and announcements that appear in their school mailboxes? Usually, I rely on a quick glance to tell me whether to toss something aside or save it. I was fortunate to discover that two of the best professional development opportunities arrived for me in just that manner, a flier that others just glanced at and tossed away. One of those fliers announced the Ohio Rise partnership with the Bread Loaf School of English, and the other the National Board for Professional Teaching Standards (NBPTS) and the National Board Certification process.

The flier for NBPTS caught my attention because it listed as a goal "increasing the image of teachers as professionals," and that piqued my interest in a problem I've long lamented about the teaching profession: the public holds a rather dim view of the profession. That irks me and I am always ready to prove the public wrong. So I applied for the certification. I have to say that I had no idea what I was getting into when I applied to become a candidate for the Early Adolescence English Language Arts Certificate, but the process and subsequent certification have changed my professional life.

Every teacher has attended in-services that merely serve to take up time or introduce teachers to yet another trivial requirement they have to meet without helping them meet it. But National Board Certification is different; it is practical and based on sound basic teaching principles; the NBPTS proposes that accomplished teachers should

- believe in a commitment to students and their learning;
- have deep knowledge about subject areas and how to teach it to students;
- maintain responsibility for managing and monitoring student learning;
- show an ability to think systematically about one's teaching practice and learn from that experience;
- demonstrate active involvement in learning communities.

National Board Certification (NBC) is not a national license to teach. The certification process provides practicing teachers an opportunity to examine their teaching and the work produced by students. It also provides a means to develop teaching strategies that derive from this reflective process. Candidates then compare their work to standards set by other teachers and experts in the field.

> The experience of being certified and my experience at Bread Loaf have dovetailed beautifully. At Bread Loaf I've met and continue to collaborate with teachers who have a mastery of their discipline and are committed to their students.

NBPTS has determined that NBC will always be a voluntary certification for teachers with at least three years of experience. Some states will pay the $2,300 fee for candidates; other states reimburse once certifica-

Dixie Goswami and Eva Howard at Bread Loaf Vermont, 1999

tion is achieved. Ohio, for example, will pay the fee once in each candidate's career and will award a successful candidate with a $2,500 stipend each year for the ten-year life of the certificate.

The entire process is designed to be strenuous. To be certified, candidates submit a portfolio that consists of six entries. Four are based on student work, including two video segments, and the other two document a teacher's professional collaboration and the extent of one's involvement in and knowledge about families and the community. While the portfolio requirements vary somewhat depending upon the specific certificate one is pursuing, all teachers are required to include three forms of writing: descriptive, analytical, and reflective. After a candidate submits the portfolio, cryptically referred to as "The Box," he or she must successfully complete an all-day exam in his or her specific discipline. Finally, nearly a year from beginning the process, an envelope will arrive, one hopes, with the good news.

The certification rate ranges between thirty and fifty percent. Candidates who attend orientation given by an already-certified teacher tend to do better than those who attempt it alone as I had. The certification results arrived at my house in November on the opening night of the fall play I was directing. I knew that if I hadn't passed, my disappointment would be apparent to the cast and perhaps affect the performance. So I left the envelope unopened until after the closing performance three days later. When I finally picked it up and inspected it carefully, the exterior gave no clue what might be on the inside. I opened the envelope, holding my breath, and my eyes fixed on the word "Congratulations!" I had passed. Peers in my profession had determined that I met the high standards of an accomplished teacher.

Now as a certified teacher, I find myself immersed in the Bread Loaf Teacher Network and continuing to develop my professionalism. The experience of being certified and my experience at Bread Loaf have dovetailed beautifully for me. At Bread Loaf I've met and continue to collaborate with teachers who have a mastery of their discipline and are committed to their students. I'm involved with these colleagues on a variety of learning projects, many of which include my students' participation. My knowledge of and ability to respond to student work are better now after the success of the exchanges I've done on line with colleagues. My classroom continues to improve daily as a result of the teaching techniques, ideas, and thought-provoking considerations offered by Jackie Royster, Beverly Moss, and Dixie Goswami, all professors I met at Bread Loaf.

As a mentor for several candidates for NBC, I have found that the required analytical and reflective writing is difficult for many. At Bread Loaf I learned the value of reflective writing to my teaching, and I have been able to help the NBC candidates adopt this important practice. I know the reflective writing that teachers do at Bread Loaf would ensure their success with the writing in the NBPTS portfolio, and I'm recommending the Bread Loaf program highly to any teacher considering attempting National Board Certification.

Achieving National Board Certification allows teachers to demonstrate that they know their content and how to teach it to students. It is a public document of a teacher's excellence, but it can also be a form of self-actualization for teachers, a means of substantively improving oneself. I mentioned above that attending Bread Loaf and becoming an NBC teacher have changed my professional life: I have had the opportunity to meet the president of the United States; I was hired as an adjunct professor at Miami University to teach a class called "Elements of Accomplished Teaching"; and I have been appointed to assess entry-year teachers in Ohio. But most importantly, I am a better teacher for those middle schoolers who walk into my room each day. ❦

Nationally Board Certified Bread Loafers

Dean Blase—Early Adolescence English Language Arts
Judy Ellsesser—Adolescence Young Adult English Language Arts
Eva Howard—Early Adolescence English Language Arts
Sharon Ladner—Adolescence Young Adult English Language Arts
Michael Scanlon—Early Adolescence English Language Arts
Pat Truman—Early Adolescence English Language Arts

Eva Howard is completing her eighteenth year as a middle school reading and English teacher in the Preble Shawnee Local School District in Camden, Ohio. She achieved National Board Certification in Early Adolescence English Language Arts in 1999. In her second year in Ohio's Big 8 Conference, she will spend the summer of 2000 at Bread Loaf in Vermont.

Weekend Conversations

by Vermont Bread Loafers

EDITOR'S NOTE: In the fall of 1993, the first five teachers from Vermont were recruited to the Bread Loaf Rural Teacher Network. During the following school year, the group met regularly on weekends at each other's schools to discuss the work they had begun during that first summer at Bread Loaf.

In that first year, the Vermont teachers surveyed students about the conditions that make for an ideal school. Students said exactly what the best educational research said: good schools provide hands-on learning and connect it to students' lives. At the end of that year, the Vermont BLRTN went to Montpelier with their students, presented their findings to representatives from the state department, and asked questions.

This dramatic example of the reform potential of teachers and students engaged in self-directed "professional development," which continues to burgeon in the BLRTN, was not an isolated anomaly. As the Vermont BLRTN grew in numbers, teachers went on to publish, to make presentations at national and regional conferences, and receive prestigious grants to support their collaborative work. What drives this group of seventeen teachers to do so much? I asked a few Vermont teachers to reflect on why they invest their time in the BLRTN. Here's what they said:

On Conversation among Teachers

Ken Macrorie, a popular Bread Loaf professor, used to introduce me to people on campus. Ken would point out someone in the dining room, for example, and say, "You ought to talk to that person. What a fine teacher!" Gradually, I realized that these informal conversations with teachers would have an enormous impact on my own teaching. And those first conversations during the summer evolved because we had BreadNet to help us stay connected during the school year. I still treasure the notes I printed out from those early BreadNet pioneers, and just as precious are the conversations still evolving as this communications technology matures. With this technology, our conversation has become a kind of moveable feast for teacher ideas, support, and other valuable teacher talk. — **Tish McGonegal, Mt. Mansfield High School**

Vermont Bread Loafers at a weekend meeting at Camels Hump Middle School

On Alternative In-service

Does this sound familiar? It's in-service day. You walk into the auditorium grumbling; you listen to an outside "expert" talk at you for a couple of hours. Then you leave perplexed by the disconnection between the in-service and the real work in your classroom.

My district struggles to conceptualize professional development for our teachers. Many on the committee want to avoid the "one-shot" in-service and look for other models of professional development. I believe the Vermont Rural Teacher Network offers a successful alternative. Our members share the experience of attending classes at the Bread Loaf School of English, a love for literature, and an understanding of and respect for educational research and inquiries into best practice. We may not all agree, but we have a common language for discussion.

In contrast to most in-services offered from district offices, the BLRTN sets its own agenda. We share ideas, resources, strategies, and concerns in a collegial atmosphere. We meet regularly, knowing that teachers must practice what they teach and be lifelong learners.

—**Ellen Temple, Camels Hump Middle School**

On Finding Like-Minded Fellows

Naturally, like everyone else, I have found support, camaraderie, resources, brilliant ideas. I have implemented new ideas and gotten my students excited about online exchanges. But I think the greatest thing our meetings have done for me is to keep me from burning out. The enthusiasm and dedication to great teaching at our meetings are contagious. Maybe they are not enthusiastic all the time. Maybe they, like me, get turned on knowing they can get together with a group of dedicated teachers. I imagine this kind of bond could be fostered by other groups in other settings. The elements needed for this to happen appear to be committed teachers, a strong sense of purpose for the meetings, shared experiences, and regular communication through various media. My wish is that all teachers in America could be part of a group that inspires them. —**Carol Zuccaro, St. Johnsbury Academy**

After years of being the only English teacher at the Waits River Valley School in Vermont, I attended my first summer at the Bread Loaf School of English. When I came back to my middle school eager to share the knowledge I'd gained, there was no other English teacher for me to consult with. I might have grown discouraged had it not been for the continuing support of my BLRTN colleagues, particularly in Vermont but also out of state. They enabled me to refine my work as a teacher and expand my ideas about teaching. The professional development I've experienced in BLRTN has been specifically valuable to me in ways that district-wide in-service days rarely are. Topics rise to our attention because they are pertinent and *timely*: methods of teaching Shakespeare, for example, or methods of teaching narrative writing, or the effect of state-mandated tests across diverse schools. I believe districts and preservice programs would do well to examine what happens when teachers get together because they share goals and a common language; when the topics for discussion are chosen by teachers because they have a need to examine them; and when a large degree of respect and trust is built over a period of time.—**Mary Burnham, Waits River Valley School**

On Applying Network Technology

BreadNet, the telecommunications system of the Bread Loaf School of English, has helped my students. They engage in all levels of thinking in online communication with other rural students throughout the U.S. The writing they do shows their grasp of knowledge as well as their application, analysis, synthesis, and evaluation of it. In the fall, my students exchanged self-portrait poems on line with students in Nebraska. As students responded to individual poems, they made observations about each other's school and community and celebrated both the similarities and the differences.—**Sue Locarno, Hazen Union H.S.**

Last year my students and I participated in a telecommunications project on the poetry of Robert Frost, with funding from grants from the NEH and the Spencer Foundation. Studying Frost in great depth was uncharted ground in my Major American Literature course. I did not have another colleague in my school who had taught Frost in the depth and scope proposed for this project, nor did I have one who would be willing to discuss plans for teaching Frost's poetry. But through the BLRTN teachers who collaborated and participated with me on line in the study of Frost's poetry, I developed effective writing prompts and projects for my students that exceeded what I could have done on my own. On a daily basis, my colleagues in the network deepen my experience in teaching and my students' in learning.—**Rob Barss, Champlain Valley Union H.S.**

On Surviving As a New Teacher

When I first started teaching, I had nightmares in which I'd imagine myself as a lame deer in front of a classroom of starving coyotes. I could feel their cold yellow eyes watching, waiting for the right sign of weakness to attack. Those thoughts disturbed me, and I seriously questioned if I was meant to teach. With a few years of teaching behind me, I'd like to say that the Vermont BLRTN helped to calm my nerves, answer my questions, and give me a sense of purpose, but that's not what happened. Yes, I asked dumb questions and received wise answers; I expressed my fears and received comfort. These gifts from colleagues were valuable and helped me through the first years of teaching. They didn't work any magic for me, but my colleagues gave me the opportunity to try out my new (and not so new) teaching ideas at meetings. The most memorable moment was a smile and a hug I received last summer when I confessed my lame deer nightmare to a fellow BLRTN member. "In my nightmare, I was an injured rabbit," she laughed.—**Emily Rinkema, Champlain Valley Union H.S.**

On Achieving Professional Goals

The summers I spent at Bread Loaf punctuated my teaching years with exclamation points. The energy exchanged among professionals for six focused weeks inspired great teaching from all of us. My three summers propelled me to move into administration. I opened a school this year, determined to put into practice the excellence and passion that permeate the Bread Loaf campuses. I would not have pursued such a goal were it not for the professionalism that Bread Loaf galvanized among teachers. My commitment to professionalism continues to evolve throughout the year as I join with fellow teachers on appointed weekends to share ideas and lessons. Our conversations center on one question: how can we do it better? Gathering teachers together to discuss their profession is a powerful tool for improving education in schools.—**Julie Hansen, Stevens School of Peacham**

I am part of a community of teachers who meet monthly to talk about teaching. We travel to one another's schools, exchange ideas, and bring examples of our curricula. This group of dynamic professionals continues to amaze me. What draws me to this group? Is it the high energy level? Is it the never-ending quest to learn how to teach better? Is it the camaraderie of individuals who want to keep growing? Is it wisdom of teachers who strive to know what it feels like to be a student? I feel a part of something very important, something that reminds me of why I became a teacher: the undeniable passion to make a difference in a young person's life and the joy of knowing I can.—**Gretchen Stahl, Harwood Union H.S.**

Church Rock Elementary: An Environment for Teamwork

by Anne Berlin
Church Rock Elementary School
Gallup, NM

No man is an island, entire of itself; every man is a piece of the continent, a part of the main.—John Donne

CHURCH ROCK Elementary School is located eight miles east of Gallup, New Mexico, on the Navajo reservation, a quarter of a mile down a muddy gravel road that demands one drive slowly. I navigated this road, a bit uncertainly, to a job interview last spring. The committee that interviewed me sat at a large table in the library, each staff member taking a turn to ask me a question. Mr. Jopek, the principal, had explained their method of interviewing before the inquiries began. As a specific question was asked about my teaching experiences, methods, or philosophy, the interviewer would also reveal some of his or her own beliefs. It was a relaxed and informative hour despite the fact that the group had been interviewing all day by the time I met them at four o'clock. Three days later Mr. Jopek called to offer me a third grade teaching position.

My high expectations were evident as I met seventeen pleasant, decently behaved children who were eager to follow my leadership. They were inquisitive but able to abide by classroom rules established on the first day. An immediate camaraderie that the other third grade teachers established with me topped off this good beginning to the academic year.

Four weeks later my principal had to make an adjustment in Church Rock's staffing due to changing enrollment figures and the loss of a fourth grade teacher. I was asked to take over a fourth grade class that had lost its teacher and had a substitute for the last three weeks.

The other third grade teachers and I sat down after school the next day and mapped out our strategy for helping my current third graders to make the quickest and best transition as we placed them in the other two third grade classes. We were upset and unhappy, but we knew what we had to do. Mr. Murphy ended the meeting choked up, his eyes welling with tears, and said, "We can probably still do physical education together. We'll work it out."

Mrs. Yazzie handed me the curriculum she used with her students during the first weeks and said, "Look through this and photocopy anything you think may be useful. This fourth grade group is difficult. You're going to have to be tough. We know you can do it." We huddled and hugged each other like a football squad before a big game.

During my first days in fourth grade, the entire staff made sure I knew they were backing me up, and that positive support has never diminished. The two fourth grade teachers, Ms. Brodie and Mrs. Lucero, discussed standards with me so I could quickly plan the fourth grade curriculum of science, social studies, math, and language arts.

The fifth grade team—Ms. Daniel, Mr. Wark, and Ms. Hasler—told me about their trials with poorly behaved students and how they dealt with them. Mr. Wark and I, whose portables were close together, used each other's room as time-out space for misbehaving children. The preschool, kindergarten, and first and second grade teachers held doors for me and let me ahead of them in line at the photocopy machine. Ms. Franklin, our reading program facilitator, veteran teacher, and resident of Church Rock, fed me strategies; she knew most of my students intimately.

Anne Berlin

My principal visited our fourth grade portable during the first week when we were doing a social studies and science lesson about tools. Students were randomly speaking out. "I can't do this, I need a scissors." "What do I have to do this for?" and other negatively resistant comments. I stood silently. Mr. Jopek quietly moved his towering six-foot, four-inch body behind a student who had just said, "I won't do this stupid stuff!" He placed a firm hand on the boy's shoulder, made eye contact with me, and said, "What do you want me to do, Ms. Berlin?" I handed Mr.

Jopek a four-by-four square of white paper and said, "Please fold it in half." He held it up in front of his chest, looked around to be sure he had every student's attention, and folded it in half. I then instructed him to hold it in the air and carefully tear it following the seam, using only his hands as his tools. He did so and slowly waved the two halves he had created. He stared at it and said, "That was hard to do." He handed me the two pieces of paper and addressed the students. "I'm sorry I can't stay for the whole lesson. Please tell me about it next time you see me." As he walked out the room, the students silently went to work, imitating Mr. Jopek.

I remember my interviewers in my spring interview talking enthusiastically about teamwork and leadership at the school. At the time, the phrases seemed abstract albeit positive goals to work toward. Now after a year of teaching with this staff, these words conjure specific acts of kindness and support that I've experienced here. I've begun to believe that brick and mortar do not make a school; the staff does. Our work together is a mortar that holds the entire undertaking together. Our common mission is to educate our students for the future to the best of our individual and collective abilities, collaborating with the administration, parents, and education specialists.

One of the most important aspects of the environment at Church Rock Elementary is that listening to others is respected, and there are many opportunities for every staff member to share what they know and can do. This kind of sharing is a custom at our school, and it produces an environment where staff are continually developing in relation to each other. This kind of professional development, however, rarely gets any official recognition. I've observed in many schools that teamwork and sharing of knowledge and expertise are crucial to good teaching and good internal relations. In the challenging work of teaching young people, the old Japanese proverb is certainly true: *none of us is as smart as all of us.* ●

Course Requirement of New Fellows at Bread Loaf Is Broadened

Teachers entering the Bread Loaf School of English in Vermont or Juneau, Alaska, this summer as new Fellows have the opportunity to choose from a variety of courses to fulfill the course requirement of holding a fellowship. In Vermont teachers will choose from the following:

Language, Literacy, and the Teaching of Writing in Multicultural Settings, Beverly Moss, The Ohio State University

Writing for Publication, Beverly Moss, The Ohio State University

Thinking about Narrative, Michael Armstrong, Harwell Primary School, Oxfordshire, England

Writing in the Classroom and Beyond, Jacqueline Jones Royster, The Ohio State University

Writing about Place, Harriet Chessman, Yale University

At the New Mexico campus, new Fellows will choose from the following:

Writing for Publication, Andrea Lunsford, Stanford University

Literacy, Electracy, Democracy, John Warnock, University of Arizona

State Meetings of Bread Loafers

Alaska

The highlight of Alaska's activity this year was the February meeting held at Holy Spirit Retreat House in Anchorage. While conditions outside were slippery and slushy, inside was a warm hub of writing activity. Over twenty Bread Loafers met for four days to write and edit articles for a publication describing good teaching practices for new teachers. Others present included members of Team Bread Loaf, including Stanford professor Andrea Lunsford. The resulting manuscript is being edited by Annie Calkins and will be published next year. At the meeting, during a special award ceremony, Sondra Porter and Karen Mitchell were recognized with honorary plaques commemorating their years of active participation in the BLRTN.

Arizona

Bread Loaf Fellows of Arizona met on October 23, 1999, with representatives from the Arizona Department of Education to present professional development opportunities associated with the Bread Loaf School of English. Also discussed was the possibility of co-hosting a conference with the Arizona English Teachers Association (AETA). Ceci Lewis, an active member of BLRTN and AETA, is coordinating activity toward this goal. The joint conference is tentatively scheduled for the fall of 2000 in the Sierra Vista area. A second meeting of Arizona Bread Loafers occurred on January 29, 2000, at the home of retiring teacher Vicki Hunt. Besides enjoying Vicki's fine hospitality and sharing lessons on short stories in a mini-conference setting, Bread Loafers observed the collaborative work of students from Rio Rico High School and Sierra Vista Middle School who began the arduous process of editing the chapbook *Arizona Trails*, under the guidance of Morgan Falkner. The project, representing the work of students in six Arizona schools, has been published by Chapbooks for Learning, Inc.

Colorado

The Colorado Bread Loafers, along with Jim Maddox and Rocky Gooch, hosted a reception at the annual national convention of NCTE in Denver at the Adams Mark Hotel on November 20, 1999. The group met that same weekend for a planning session for a Colorado Bread Loaf workshop on standards and assessment. The standards and assessment workshop came together on February 11 and 12 at the Colorado Springs Sheraton and was well attended by Colorado Bread Loafers as well as Jim Maddox and Jackie Royster and several potential Colorado Bread Loaf recruits. The workshop was led by Scott Christian of the University of Alaska Southeast and his colleague Helena Fagan. An important participant in the workshop was Stevi Quate, literacy coordinator for the Colorado Department of Education. The topics discussed included the development of learning rubrics based on state standards, the development of assessment in Colorado, and the educational and political impact of state standards on rural schools in Colorado. Colorado law now requires schools to be graded on how well their students perform on the CSAP, the state assessment program in reading, writing, and math. The Colorado Bread Loaf group recognizes the need for Bread Loaf Fellows to take a more active role in addressing some of the concerns that surface under the new law. We have yet to determine how those concerns should be addressed in order to best support rural education in Colorado.

Georgia

Georgia Bread Loafers made recruitment a primary goal for academic year 1999–2000. Efforts were made by current network participants to inform Georgia teachers about Bread Loaf and its various fellowships. In October, Bread Loafers met at West Laurens High School in Dublin, Georgia, to discuss ways to reach beginning and experienced teachers with this information. At a February meeting at Callaway Gardens in Pine Mountain, Georgia, held in conjunction with the conference of the Georgia Council of Teachers of English, where Dixie Goswami gave the keynote address, Bread Loaf teachers met and discussed current classroom projects, addressed issues of teaching, and made plans for future meetings. Much discussion was devoted to the prospects of the election of a new governor and his proposed educational reform. A meeting of Bread Loafers was planned for December in the North Georgia mountains, at Helen.

Kentucky

Kentucky's Writing Advisory Committee met with Starr Lewis, appointed in October 1999 as associate commissioner for curriculum, to discuss possible expansion of Bread Loaf fellowships and how Kentucky school teachers and students would benefit from participation. Some members of the committee expressed a desire to visit the Vermont campus to observe professional development opportunities and use of BreadNet. In February, members of the Kentucky Writing Advisory Committee and Starr Lewis met with Dixie Goswami, Jim Maddox, and Rocky Gooch to learn more about the partnership. At this session, Ms. Lewis announced that the Kentucky Department of Education will fund ten fellowships for selected Kentucky school teachers to attend Bread Loaf. All selected applicants have accepted the fellowships (eight will attend the Vermont campus; one will attend the Alaska campus; and the other will go to New Mexico).

Mississippi

A fall meeting of Mississippi Bread Loafers was held on October 15 in Jackson. Bread Loafers from around the state gathered to contribute to a presentation titled "Classroom Connections" at the Mississippi Council of Teachers of English conference. The focus of the presentation was literature- and writing-based online partnerships. State moderator Brad Busbee led the presentation, and Bette Ford, Leslie Fortier, Patricia Parrish, and Peggy Turner presented examples of their online partnerships with several classrooms across the United States, furnishing participants with procedures for creating email exchanges. Dixie Goswami joined the Mississippi team and fielded questions on the integration, significance, and impact of online classroom networking. Following the presentation, Brad Busbee led a statewide BLRTN meeting. Mississippi Bread Loafers began work on a presentation to the Mississippi Department of Education to highlight professional development opportunities in the Bread Loaf program for Mississippi teachers.

New Mexico

Bread Loaf New Mexico held two meetings this past academic year. The first meeting took place on October 9, 1999, in Mountainair with Michelle Wyman-Warren serving as host. The New Mexico group, along with special guests from Colorado, Bread Loaf director Jim Maddox, and editor Chris Benson, enjoyed lunch at a local restaurant before the meeting at Mountainair High School. Susan Miers and Phil Sittnick presented classroom technology used in their classrooms. Susan discussed her class's online publishing service to all members of the Bread Loaf network, and Phil demonstrated a new CD-ROM, a learning tool developed at Laguna Middle School. The spring meeting occurred on March 17 in Las Cruces, New Mexico, with Dr. Chris Burnham of New Mexico State University (NMSU) serving as host. The meeting, also attended by Jim Maddox, Alaskans Scott Christian and Christa Bruce, and Ohio State professor Jackie Royster, addressed strategies for forming partnerships between NMSU and Bread Loaf. In addition, Arlene Mestas, Bruce Smith, Juanita Lavadie, and Christa Bruce made presentations. After the meeting, the group reconvened at a restaurant in Old Mesilla.

Ohio

Ohioans had an active and gratifying inaugural year in the Bread Loaf Teacher Network. New Fellows in the program collaborated with one another and with veterans in other states, including Alaska, Georgia, Kentucky, New Mexico, and Vermont. This year was a learning experience as new Fellows got acquainted with inter-classroom electronic networking. After a few rocky weeks at the start, Ohio Fellows were on line and beginning collaborative projects. At their February meeting, Ohio Bread Loafers learned that the Ohio Department of Education will continue to fund current Ohio Rise/Bread Loaf Fellows and support twelve new ones for the summer of 2000. Thanks to the hard work and leadership of Ken Schatmeyer, Beverly Moss, and Team Bread Loaf, Ohio Rise continues to flourish. The spring meeting held in Cincinnati on May 13 included Kentucky Fellows and provided closure to this year's collaborative projects; new Fellows were welcomed as the group looked forward to its second year in the Bread Loaf program.

South Carolina

On October 1, 1999, BLRTN staff members Chris Benson, Dixie Goswami, Rocky Gooch, and Jim Maddox and Bread Loaf Fellows Ginny DuBose and Priscilla Kelley met with Deputy Superintendent Sandy Lindsay of the South Carolina Department of Education to provide information about Bread Loaf and professional development opportunities for South Carolina teachers. Later in the day the entire SC BLRTN convened at the Arts Commission in Columbia for their annual fall meeting. Discussion at the meeting focused on plans for a statewide conference among Bread Loafers and their students. The South Carolina Department of Education has funded four fellowships for teachers to attend Bread Loaf this summer and become members of the teacher network. A meeting was held on April 29 at Waccamaw High School, Pawleys Island, where current Fellows met new recruits. Christy Clonts, representing the South Carolina Department of Education was present. Bread Loafers Ginny DuBose and Janet Atkins and Bread Loaf staff were interviewed about the program by Doug Keel on March 20 on WNPR's *Speaking of Schools*.

Vermont

Vermont Bread Loafers gathered informally in Essex before the school year to touch base. The fall meeting on October 30 at Camels Hump Middle School included Jim Maddox and Jackie Royster, who joined our discussion on state educational standards—how they are used in classrooms, in communities, and across the state. Jackie Royster's question—"How do we take classroom practice and extend what we are doing?"— fueled discussion and action the rest of the year. Initial steps included: creating individual mission statements; collaborating with the National Writing Project and the Vermont Council of Teachers of English to sponsor and present at workshops; and participating in a state reading symposium. On February 6, Bread Loafers met at the Stevens School in Peacham to explore their role in effecting statewide changes in education. A final meeting of the year followed the annual "Teachers Who Write" conference on May 12th in Montpelier.

Bread Loaf Hosts Conference on Teacher Research and Rural Education

The Bread Loaf School of English is pleased to announce a grant of $50,000 from the Spencer Foundation to support three conferences designed to promote teacher research on language and cultural diversity as a positive resource in schools and communities and to extend and deepen the work of Bread Loaf teacher researchers. The first conference will take place on June 22-25, 2000, at Bread Loaf's Vermont campus, within and as part of a national conference on teaching in rural schools; the second conference will take place May 2001 in Arizona or New Mexico. The third is an electronically networked conference that will occur from June 2000 to May 2001 (and beyond). An important objective of all three conferences is to bring together experienced Bread Loaf teacher researchers and their mentors to report on their inquiries and, based on their interests and capabilities, to form research teams and develop research agendas around issues of language and cultural diversity, especially as they are reflected in electronically networked classroom discussions about literature and culture, in classrooms where drama and performance are essential features of teaching and learning, and in the context of shared inquiries that include teachers, students, and members of the community.

(continued on next page)

Announcements

Robert Baroz presented at the Spencer Foundation Practitioner Research Communication and Mentoring Grant inaugural conference on April 28, 2000, in New Orleans. Robert's presentation was entitled "Something Invisible Became Visible," a study of roles in language use within a literate community. This two-year study was supported with generous funding from the Spencer Foundation. Bread Loaf professor **Shirley Brice Heath** was his project mentor.

Mary Burnham's grant proposal to the Vermont Council for the Humanities was successful and will bring a summer humanities camp to Waits River Valley School (WRVS) in East Corinth, Vermont. Mary and her colleagues also received a grant from the Vermont Council on the Arts to integrate technology with the arts. The grant will supply scanners, digital cameras, computers, and staff training for WRVS.

Moira Donovan was selected as a participant in the Fulbright Memorial Fund Teacher Program to travel in Japan for three weeks in October 2000.

Morgan Falkner was editor-in-chief for *Arizona Trails*, a chapbook written by students under the guidance of **Morgan**, **Steve Schadler**, **Maria Winfield**, **Ceci Lewis**, **Christie Fredericks**, and **Mary Lindenmeyer**.

At the recent 21st Ethnography Forum at the University of Pennsylvania, **Eva Gold** participated in a panel discussion of teachers, researchers, and students who were authors or co-authors in a forthcoming book tentatively titled *Student Voices* to be published by Rowman and Littlefield in 2000. **Ceci Lewis**, **Scott Christian**, Eva, and two of Ceci's former students, **Amy Peterson** and **Steve Marzan**, are co-authors of "An Education for What?" a chapter to be included in the forthcoming book.

Eva Howard was selected as Outstanding English Language Arts Educator in the middle school/junior high category by the Ohio Council of Teachers of English. Eva received a monetary award and a plaque at the awards ceremony on March 3, 2000. Eva also received a Target Teacher's Scholarship from the Target Corporation.

After a decade of teaching in schools, colleges, and continuing education programs, **John Kissingford** is postponing teaching to begin an M.F.A. degree in acting, either at Columbia University in New York or at Florida Atlantic University in Boca Raton.

Jason Leclaire presented four Saturday workshops, "Considerations and Problems in Responding to Student Writing," in several schools in southwestern Ohio. The workshops were sponsored by the Ohio Writing Project.

Mary Jane Litchard of Barrow, Alaska, presented a workshop titled "Reading for Alaska Natives" for elementary teachers in Seward, Alaska, on February 21, 2000.

Karen Mitchell and members of her research team presented "Becoming Teacher Researchers: Collaboration among an Inter-Ethnic Group of Teacher Researchers" at the 21st Ethnography Forum at the University of Pennsylvania on March 4, 2000.

At the NCTE Northwest Regional Conference in Big Sky, Montana, on April 16, 2000, **Prudence Plunkett** presented a workshop drawing on projects of her junior students on elegies in history and popular culture.

Su Ready's first solo photography show titled *Lines of My Hand* ran for two months in March and April at Stipples in Cincinnati, Ohio. Her poem "The Drowning" was selected for publication in an anthology titled *From Eulogy to Joy*.

Lucille Rossbach and **Tammy Van Wyhe** presented a session titled "Pass the Poetry: Experiencing Place in the High School Classroom" at NCTE's Northwest Regional Conference in Big Sky, Montana, April 13, 2000.

Julie Rucker was awarded a Grassroots Arts Grant by the Georgia Council for the Arts to bring a poet-in-residence to Irwin County High School for a week during April, National Poetry Month. Julie was elected to the Georgia Council of Teachers of English Executive Board as a director in charge of teacher awards. Julie was accepted into the Ph.D. program in Language Arts at the University of Georgia and will begin classes in the fall.

Colleen Ruggieri was the recipient of the 2000 Youngstown State University Barbara Brothers Writing Award for Teachers. The award is given to the teacher who submits the winning essay on pedagogical approaches to teaching novels. Colleen's article "The Value of Voice" appeared in the May 2000, issue of *English Journal*.

BEST COPY AVAILABLE

Research projects of **Sylvia Saenz**'s eighth grade honors English students won two first prizes and one second in Arizona state environmental contests. The prize includes a $25,000 environmental field trip through Arizona where students will learn about population growth, urban development, and water rights in their home state.

Tammy Van Wyhe has been awarded a Jordan Fundamentals Grant by the National Foundation for the Improvement of Education. The proposed project, to be carried out during the 2000-2001 school year, targets grades 7–12 and will involve students working as a team of researchers and writers to record the history of Kenny Lake, a rural Alaskan community.

Mary Juzwik published "Our Ithacas: A Ninth Grade Reflection" in the November 1999 issue of *English Journal*.

Bread Loaf Fellows

Since 1993, the following teachers have received fellowships to study at the Bread Loaf School of English through generous support from the DeWitt Wallace-Reader's Digest Fund, the Educational Foundation of America, the Annenberg Rural Challenge, Middlebury College, and the state departments of education of Alaska, Kentucky, Ohio, and South Carolina.

FELLOW	SCHOOL	SCHOOL ADDRESS
Alaska		
Christa Bruce	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Rob Buck	Benson Secondary School	4515 Campbell Airstrip Rd., Anchorage, AK 99507
Patricia Carlson	Lathrop High School	901 Airport Way, Fairbanks AK 99701
Scott Christian	University of Alaska-Southeast	Bill Ray Center, 1108 F St., Juneau AK 99801
JoAnn Ross Cunningham	Haines High School	P.O. Box 1289, Haines AK 99827
Shona DeVolld	Kenai Central High School	9583 Kenai Spur Hwy., Kenai AK 99611
Samantha Dunaway	Nome Beltz High School	P.O. Box 131, Nome AK 99762
Hugh C. Dyment	Bethel Alternative Boarding School	P.O. Box 1858, Bethel AK 99559
Pauline Evon	Kwethluk Community School	Kwethluk AK 99621
Patricia Finegan	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Sue Hardin	Petersburg High School	Box 289, Petersburg AK 99833
Allison Holsten	Palmer High School	1170 W. Arctic, Palmer AK 99645
Fargo Kesey	Martin Olson High School	Golovin AK 99762
David Koehn	(formerly of) Barrow High School	P.O. Box 960, Barrow AK 99723
Joe Koon	Bethel Regional High School	P.O. Box 1211, Bethel AK 99559
Danielle S. Lachance	Hydaburg City Schools	P.O. Box 109, Hydaburg AK 99922
Andrew Lesh	(formerly of) Akiuk Memorial School	Kasigluk AK 99609
Mary Litchard	Ilisagvik College	P.O. Box 749, Barrow AK 99723
Susan McCauley	Glacier View School	HC 03 Box 8454, Palmer AK 99645
Geri McLeod	Glacier Valley Elementary School	10014 Crazy Horse Dr., Juneau AK 99801
Sandra A. McCulloch	Caputnguaq High School	P.O. Box 72, Chefornak AK 99561
Ali Gray McKenna	Juneau Douglas High School	10014 Crazy Horse Dr., Juneau AK 99801
Taylor McKenna	Schoenbar Middle School	217 Schoenbar Rd., Ketchikan AK 99901
Rod Mehrtens	Matanuska-Susitna Borough Schools	125 W. Evergreen, Palmer AK 99645
Norman Milks	Saint George School	1 School St., Saint George AK 99591
Karen Mitchell	University of Alaska Southeast	11120 Glacier Hwy., Juneau AK 99801
Natasha J. O'Brien	Ketchikan High School	2610 Fourth Ave., Ketchikan AK 99901
Maria Offer	Stebbins School	General Delivery, Stebbins AK 99671
Mary Olsen	Sand Point High School	P.O. Box 269, Sand Point AK 99661
Clare Patton	Revilla High School	3131 Baranof Ave., Ketchikan AK 99901
Prudence Plunkett	Houston Junior/Senior High School	P.O. Box 521060, Big Lake AK 99652
Sondra Porter	(formerly of) Susitna Valley Jr./Sr. High School	P.O. Box 807, Talkeetna AK 99676
Karin C. Reyes	Juneau Douglas High School	10014 Crazy Horse Dr., Juneau AK 99801
Mary L. Richards	Gruening Middle School	9601 Lee St., Eagle River AK 99577
Rosie Roppel	Ketchikan High School	2610 Fourth Ave., Ketchikan AK 99901
Dianna Saiz	Floyd Dryden Middle School	10014 Crazy Horse Dr., Juneau AK 99801
Jill E. Showman	Nanwalek Elem/High School	P.O. Box 8007, Nanwalek AK 99603
Sheri Skelton	Shishmaref School	General Delivery, Shishmaref AK 99772
Janet Tracy	East Anchorage High School	4025 E. Northern Lights Blvd., Anchorage AK 99508
Patricia A. Truman	Palmer Middle School	1159 S. Chugach, Palmer AK 99645
Kathleen Trump	Susitna Valley Junior/Senior High School	P.O. Box 807, Talkeetna AK 99676
Tamara VanWyhe	Kenny Lake School	HC 60 Box 224, Copper Center AK 99573

Linda Volkman	Colony Middle School	HC 01 Box 6064, Palmer AK 99645
Trevan Walker	Ketchikan High School	2610 Fourth Ave., Ketchikan AK 99901
Claudia Wallingford	(formerly of) Gruening Middle School	9601 Lee Street, Eagle River AK 99577
Joanna L. Wassillie	Manokotak High School	P.O. Box 130, Manokotak AK 99628

Arizona

Priscilla Aydelott	Monument Valley High School	P.O. Box 337, Kayenta AZ 86033
Timothy Aydelott	Monument Valley High School	P.O. Box 337, Kayenta AZ 86033
Evelyn Begody	Window Rock High School	P.O. Box 559, Fort Defiance AZ 86504
Sylvia Barlow	Chinle Junior High School	P.O. Box 587, Chinle AZ 86503
Sabra Beck	Marana High School	12000 Emigh Rd., Marana AZ 85653
Kyril Calsoyas	Seba Dalkai School	HC 63 Box H, Winslow AZ 86047
Celia Concannon	Rio Rico High School	1374 W. Frontage Rd., Rio Rico AZ 85648
Jason A. Crossett	Flowing Wells High School	3725 N. Flowing Wells Rd., Tucson AZ 85705
Morgan Falkner	Rio Rico High School	1374 W. Frontage Rd., Rio Rico AZ 85648
Christie Fredericks	Tuba City Public High School	P.O. Box 67, Tuba City AZ 86045
Chad Graff	(formerly of) Monument Valley High School	P.O. Box 337, Kayenta AZ 86033
Karen Humburg	Lowell School	100 Old Douglas Rd., Bisbee, AZ 85603
Amethyst Hinton Sainz	Catalina Foothills High School	4300 E. Sunrise Dr., Tucson AZ 85718
Vicki V. Hunt	Peoria High School	11200 N. 83rd Ave., Peoria AZ 85345
M. Heidi Imhof	Patagonia High School	P.O. Box 254, Patagonia AZ 85624
Beverly Jacobs	Marana High School	12000 Emigh Rd., Marana AZ 85653
Nancy Jennings	(formerly of) Ganado Intermediate School	P.O. Box 1757, Ganado AZ 86505
Rex Lee Jim	Dine College	Tsaile AZ 86556
Terry D. Kimball	Patagonia High School	P.O. Box 254, Patagonia AZ 85624
Cecelia Lewis	Tombstone High School	P.O. Box 1000, Tombstone AZ 85638-1000
Mary Lindenmeyer	Window Rock High School	P.O. Box 559, Fort Defiance AZ 86504
Jill Loveless	Globe Junior High School	501 E. Ash St., Globe AZ 85501
James Lujan	Ganado Intermediate School	P.O. Box 1757, Ganado AZ 86505
Paisley McGuire	Patagonia High School	P.O. Box 254, Patagonia AZ 85624
Jody K. McNelis	(formerly of) Santa Cruz Valley Union H. S.	9th and Main St., Eloy AZ 85231
Kevin T. McNulty	(formerly of) Calabasas Middle School	220 Lito Galindo, Rio Rico AZ 85648
Janet Olson	(formerly of) Chinle Elementary School	P.O. Box 587, Chinle AZ 86503
Robin Pete	Ganado High School	P.O. Box 1757, Ganado AZ 86505
Tamarah Pfeiffer	Ganado High School	P.O. Box 1757, Ganado AZ 86505
Lois Rodgers	Patagonia High School	P.O. Box 254, Patagonia AZ 85624
Joy Rutter	Window Rock High School	P.O. Box 559, Fort Defiance AZ 86504
Sylvia Saenz	Sierra Vista Middle School	3535 E. Fry Blvd., Sierra Vista AZ 85635
Stephen Schadler	Rio Rico High School	1374 W. Frontage Rd., Rio Rico AZ 85648
Karen Snow	(formerly of) Ganado Primary School	P.O. Box 1757, Ganado AZ 86505
Mr. David Scott Stayner	Willcox High School	240 N. Bisbee, Willcox AZ 85643
Nan Talahongva	(formerly of) Hopi Junior/Senior High School	P.O. Box 337, Keams Canyon AZ 86034
Judy Tarantino	Ganado Intermediate School	P.O. Box 1757, Ganado AZ 86505
Edward Tompkins	Lake Havasu High School	2675 Palo Verde Blvd., Havasu City AZ 86403
Risa Udall	St. Johns High School	P.O. Box 429, St. Johns AZ 85936
Maria Winfield	Sierra Vista Middle School	3535 E. Fry Blvd., Sierra Vista AZ 85635
John Zembiec	(formerly of) Chinle Junior High School	P.O. Box 587, Chinle AZ 86503

Colorado

Stephen Hanson	Battle Rock Charter School	11247 Road G., Cortez CO 81321
Sonja Horoshko	Battle Rock Charter School	11247 Road G., Cortez CO 81321
Virginia Jaramillo	Guffey Charter School	1459 Main St., Guffey CO 80820
Mary Juzwik	Bridge School	6717 S. Boulder Rd., Boulder CO 80303
John Kissingford	Montrose High School	P.O. Box 10500, Montrose CO 81402
Joanne Labosky	(formerly of) Lake George Charter School	P.O. Box 420, Lake George CO 80827
Douglas Larsen	Crestone Charter School	P.O. Box 400, Crestone CO 81131
Nancy Lawson	Montrose High School	P.O. Box 10500, Montrose CO 81402
Joan Light	Montrose High School	P.O. Box 10500, Montrose CO 81402
Melinda Merriam	Delta High School	1400 Pioneer Rd., Delta CO 81416
Jimmie R. Phillips	Cedaredge Middle School	360 N. Grand Mesa Dr., Cedaredge CO 81413
Bonita L. Revelle	Moffat County High School	900 Finley Ln., Craig CO 81625
Maria Roberts	Peetz Plateau School	311 Coleman Ave., Peetz CO 80747
Lucille Rossbach	Idalia High School	P.O. Box 40, Idalia CO 80735
Heidi J. Walls	Durango High School	2390 Main Ave., Durango CO 81301
Sharilyn West	Cheraw High School	P.O. Box 159, Cheraw CO 81030

Georgia

Carolyn Coleman	West Laurens High School	338 Laurens School Rd, Dublin GA 31021
Rosetta Coyne	Brooks County Middle School	Quitman GA 31643
Jane Grizzle	Ware County Middle School	2301 Cherokee St., Waycross GA 31501
Judith Kirkland	Harlem Middle School	375 W. Forrest St., Harlem GA 30814
Catherine K. Magrin	Union County High School	446 Wellborn St., Blairsville GA 30512
Elizabeth McQuaig	Fitzgerald High School	P.O. Box 389, Fitzgerald GA 31750
Julie Rucker	Irwin County High School	149 Chieftain Circle, Ocilla GA 31774
Beverly Thomas	Warren County High School	509 Gibson St., Warrenton GA 30828
K.C. Thornton	Ware County Middle School	2301 Cherokee St., Waycross GA 31501
Mya Ward	(formerly of) Warren County High School	509 Gibson St., Warrenton GA 30828
Terri Washer	Crossroads Academy	5996 Columbia Rd., Grovetown GA 30907

Kentucky

Scott E. Allen	Sebastian Middle School	244 LBJ Rd., Jackson KY 41339
Joan M. Altman	Nelson County High School	1070 Bloomfield Rd., Bardstown KY 40004
Lea Banks	Washington County High School	601 Lincoln Park Rd., Springfield KY 40069
Sheryl M. Ederheimer	Butler Traditional High School	2222 Crums Ln., Louisville KY 40216
M. Patricia Fox	Scott High School	5400 Old Taylor Mill Rd., Taylor Mill KY 41015
Alison Hackley	Grayson County High School	240 High School Rd., Leitchfield KY 42754
Joan Haigh	Danville High School	203 E. Lexington Ave., Danville KY 40422
Laura Schmitt Miller	Meade County High School	938 Old State Rd., Brandenburg KY 40108
Timothy J. Miller	Worthington Elementary School	800 Center St., Worthington KY 41183
Peggy Dinwiddie Otto	Hancock County High School	80 State Route 271 S., Lewisport KY 42351
Rebecca A. Slagle	Fern Creek Traditional High School	9115 Fern Creek Rd., Louisville KY 40291
Patricia Watson	Floyd County Schools	Prestonburg KY 41653

Mississippi

Brad Busbee	Ocean Springs High School	406 Holcomb Blvd., Ocean Springs MS 39564
William J. Clarke	(formerly of) Shivers High School	P.O. Box 607, Aberdeen MS 38730
Leslie Fortier	Jones Junior High School	1125 N. 5th Ave., Laurel MS 39440
Carolyn Hardy	R. H. Watkins High School	1100 W. 12th St., Laurel MS 39440
Myra Harris	Pascagoula High School	2903 Pascagoula St., Pascagoula MS 29567
William E. Kirby	Hattiesburg High School	301 Hutchinson Ave., Hattiesburg MS 39401
Sharon Ladner	Gautier High School	4307 Gautier Vancleave Rd., Gautier MS 39553
Judith Lawrence	Kemper County High School	P.O. Box 429, Dekalb MS 39328
Renee Moore	Broad Street High School	P.O. Box 149, Shelby MS 38774
Terri Noonkester	(formerly of) Hawkins Junior High School	523 Forrest St., Hattiesburg MS 39401
Patricia Parrish	Sumrall Attendance Center	P.O. Box 187, Sumrall MS 39482
Patsy Pipkin	Oxford Junior High School	409 Washington Ave., Oxford MS 38655
Peggy Turner	Saltillo High School	Box 460, Saltillo MS 38866
Penny Wallin	(formerly of) Jones Junior High School	1125 N. 5th Ave., Laurel MS 39440

New Mexico

Kim Bannigan	(formerly of) Rio Rancho High School	301 Loma Colorado, Rio Rancho NM 87124
Anne Berlin	Church Rock Elementary School	43 Challenger Rd., Church Rock NM 87311
Wendy Beserra	(formerly of) Deming Public Schools	501 W. Florida, Deming NM 88030
Veronica C. Bowles	Pecos Elementary School	P.O. Box 368, Pecos NM 87552
Jennifer K. Brandt	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501
Erika Brett	Gadsden High School	6301 Hwy. 8, Anthony NM 88021
MaryBeth Britton	Pecos High School	P.O. Box 368, Pecos NM 87552
Dorothy I. Brooks	(formerly of) Ojo Amarillo Elementary School	P.O. Box 768, Fruitland NM 87416
Lorraine Duran	Memorial Middle School	Old National Rd., Las Vegas NM 87701
Ann Eilert	(formerly of) Los Alamos High School	300 Diamond Dr., Los Alamos NM 87544
Renee Evans	Crownpoint High School	P.O. Box 700, Crownpoint NM 87313
Karen Foutz	Newcomb Middle School	P.O. Box 7973, Newcomb NM 87455
Daniel Furlow	Clayton High School	323 S. 5th St., Clayton NM 88415
Emily Graeser	Bernalillo High School	P.O. Box 640, Bernalillo NM 87004
Janice Green	Mosquero Municipal Schools	P.O. Box 258, Mosquero NM 87746
Annette Hardin	Truth or Consequences Middle School	P.O. Box 952, Truth or Consequences NM 87901
Diana Jaramillo	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501
Susan Jesinsky	(formerly of) Santa Teresa Middle School	P.O. Box 778, Santa Teresa NM 88008
Glenda Jones	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501
John Kelly	Shiprock High School	P.O. Box 6003, Shiprock NM 87420
Carol Ann Krajewski	Pecos Elementary School	P.O. Box 368, Pecos NM 87552

Roseanne Lara	Gadsden Middle School	Rt. 1, Box 196, Anthony NM 88021
Juanita Lavadie	Yaxche School Learning Center	102 Padre Martinez Ln., Taos NM 87571
Leslie Lopez	Native American Preparatory School	P.O. Box 260, Rowe NM 87526
Jeffery M. Loxterman	Tohatchi Middle School	P.O. Box 322, Tohatchi NM 07325
Timothy Lucero	Robertson High School	5th & Friedman Streets, Las Vegas NM 87701
Carlotta Martza	Twin Buttes High School	P.O. Box 680, Zuni NM 87327
Betty Lou McCall	Gallup Central High School	325 Marguerite St., Gallup NM 87301
Theresa Melton	Tse'Bit'ai Middle School	P.O. Box 1873, Shiprock NM 87420
Arlene Mestas	Bernalillo High School	P.O. Box 640, Bernalillo NM 87004
Alma Miera	Memorial Middle School	947 Old National Rd., Las Vegas NM 87560
Susan Miera	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501
Gary Montaño	Carlsbad High School	408 N. Canyon, Carlsbad NM 88220
Deborah Morillo	Laguna Middle School	P.O. Box 268, Laguna NM 87026
Marjorie L. Neddo	Taos High School	134 Cervantes St., Taos NM 87571
Barbara Pearlman	Hot Springs High School	P.O. Box 952, Truth or Consequences NM 87901
Jane V. Pope	Lovington High School	701 W. Ave. K, Lovington NM 88260
MacNair Randall	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501
Virginia Rawlojohn	Estancia High School	P.O. Box 68, Estancia NM 87016
Stan Renfro	Wingate High School	P.O. Box 2, Fort Wingate NM 87316
Lisa K. Richardson	Alamo-Navajo Community School	Alamo NM 87825
Chad C. Rucker	Tohatchi High School	P.O. Box 248, Tohatchi NM 87325
Zita Schlautmann	Bernalillo High School	Box 640, Bernalillo NM 87004
Norma Sheff	Hatch Elementary School	Hatch NM 87937
Philip Sittnick	Laguna Middle School	P.O. Box 268, Laguna NM 87026
Lauren Thomas Sittnick	Laguna Middle School	P.O. Box 268, Laguna NM 87026
Bruce R. Smith	Jemez Valley High School	8501 Highway 4, Jemez Pueblo NM 87024
Marilyn Trujillo	Taos Day School	P.O. Drawer X, Taos NM 87571
Helen N. Wintle	Wingate High School	P.O. Box 2, Fort Wingate NM 87316
Michelle Wyman-Warren	Mountainair High School	P.O. Box 456, Mountainair NM 87036
Terry Wyrick	Pojoaque High School	1574 State Rd. 502, Santa Fe NM 87501

Ohio

Vivian M. Axiotis	Boardman High School	7777 Glenwood Ave., Youngstown OH 44512
Dean Blase	Indian Hill High School	6845 Drake Rd., Cincinnati OH 45243
Cynthia Boutte	Riedinger Middle School	77 W. Thornton St., Akron OH 44311
Elizabeth Bruner	Miami Valley School	5151 Denise Dr., Daytona OH 45429
Joanna M. Childress	Washington County Career Center	Rt 2, Marietta OH 45750
Judith Ellsesser	South Webster High School	P.O. Box 100, South Webster OH 45682
Anne Elrod	Chagrin Falls High School	400 E. Washington St., Chagrin Falls OH 44022
Jason Haap	Purcell Marian High School	2935 Hackberry St., Cincinnati OH 45206
Jamie Heffner	New Richmond Exempted Village Middle Sch.	1135 New Richmond Rd., New Richmond OH 45157
Eva Howard	Preble Shawnee Middle School	5495 Somers Gratis Rd., Camden OH 45311
Lorrie C. Jackson	Linden-McKinley High School	1320 Duxberry Ave., Columbus OH 43211
Jason Leclaire	Bradford High School	712 N. Miami Ave., Bradford OH 45308
Elizabeth Nelson	Shawnee High School	1675 E. Possum Rd., Springfield OH 45502
Amanda O'Dell	Lakewood High School	4291 National Rd., Hebron OH 43025
Su Ready	Seven Hills Middle School	5400 Red Bank Rd., Cincinnati OH 45227
Cynthia Rucker	Maysville High School	2805 Pinkerton Rd., Zanesville OH 43701
Colleen Ruggieri	Boardman High School	7777 Glenwood Ave., Boardman OH 44512
Bernard Safko	Crestline High School	7854 Oldfield Rd., Crestline OH 44827
Michael Scanlan	Ripley Union Lewis Huntington Jr./Sr. H. S.	1317 S. Second St., Ripley OH 45167
Mary Catherine Sebenoler	South High School Urban Academy	1160 Ann St., Columbus OH 43206
Jennifer Skowron	Preble Shawnee High School	5495 Somers Gratis Rd., Camden OH 45311
Sara Thorburn	Mansfield Senior High School	314 Cline Ave., Mansfield OH 44907
Mandy G. Walden	Wooster High School	515 Oldman Rd., Wooster OH 44691

South Carolina

Janet Atkins	Northwest Middle School	1606 Geer H. S. Rd., Travelers Rest SC 29690
Michael Atkins	Beck Academy of Languages	302 McAlister Rd., Greenville SC 29607
Polly E. Brown	Belton-Honea Path High School	11000 Belton Hwy., Honea Path SC 29654
Victoria Chance	Travelers Rest High School	113 Wilhelm Winter St., Travelers Rest SC 29690
Raymond Cook	Goose Creek High School	1137 Redbank Rd., Goose Creek SC 29445
Diane M. Crenshaw	Dixie High School	Box 158 1 Haynes St., Due West SC 29639
Gail R. Denton	Riverside Middle School	615 Hammett Bridge Rd., Greer SC 29650
Ginny DuBose	Waccamaw High School	2412 Kings River Rd., Pawleys Island SC 29585

Monica M. Eaddy	(formerly of) Mayo High School	405 Chestnut St., Darlington SC 29532
Nona Edelson	Waccamaw High School	2412 Kings River Rd., Pawleys Island SC 29585
Barbara Everson	Belton-Honea Path High School	11000 Belton Hwy., Honea Path SC 29654
Doris Ezell-Schmitz	Chester Middle School	112 Caldwell St., Chester SC 29706
Anne Gardner	Georgetown High School	P.O. Box 1778, Georgetown SC 29442
Joyce Summerlin Glunt	(formerly of) Hunter-Kinard-Tyler High School	Box 158, Norway SC 29113
Linda Hardin	Beck Academy of Languages	302 McAlister Rd., Greenville SC 29607
Tracy Hathaway	(formerly of) Robert Smalls Middle School	43 Alston Rd., Beaufort SC 29902
Corinthea A. Jones	Marlboro County High School	951 Fayetteville Ave., Bennettsville SC 29512
Priscilla E. Kelley	Pelion High School	P.O. Box 68, Pelion SC 29123
Nancy Lockhart	Homebound Tutor, Colleton School District	P.O. Box 290, Walterboro SC 29542
Robin Gibson	Calhoun Falls High School	Edgefield St., Calhoun Falls SC 29628
Carolyn Pierce	Cheraw High School	649 Chesterfield Hwy., Cheraw SC 29520
Anne Shealy	John Ford Middle School	P.O. Box 287, Saint Matthews SC 29135
Betty Slesinger	(formerly of) Irmo Middle School	6051 Wescott Rd., Columbia SC 29212
Elizabeth V. Wright	Ronald E. McNair Junior High School	Carver St., Lake City SC 29560

Vermont

Cristie Arguin	Northfield High School	31 Vine, Northfield VT 05663
Douglass Boardman	Lamoille Union High School	Rt. 15, Hyde Park VT 05455
Kurt Broderson	Mt. Abraham Union High School	9 Airport Dr., Bristol VT 05443
Mary Burnham	Waits River Valley School	Rt. 25, East Corinth VT 05040
Mary Ann Cadwallader	(formerly of) Mill River Union High School	Middle Rd., North Clarendon VT 05773
Suzannah L. Carr	Waits River Valley School	Rt. 25, East Corinth VT 05040
Katharine Carroll	Middlebury Union High School	Charles Ave., Middlebury VT 05753
Moira Donovan	Peoples Academy	202 Copely Ave., Morrisville VT 05661
Jane Harvey	Brattleboro Union High School	50 Fairground Rd., Brattleboro VT 05301
Margaret Lima	Canaan Memorial High School	1 School St., Canaan VT 05903
Suzane Locarno	Hazen Union School	Main St., Hardwick VT 05843
Judith Morrison	Hinesburg Elementary/Middle School	Hinesburg VT 05461
Kathleen Otoka	Springfield High School	303 South St., Springfield VT 05156
Bill Rich	Colchester High School	Laker Ln., Colchester VT 05446
Emily Rinkema	Champlain Valley Union High School	CVU Rd., Hinesburg VT 05461
Matthew C. Schlein	Vergennes Union High School	50 Monkton Rd., Vergennes VT 05491
Gretchen Stahl	Harwood Union High School	RFD 1 Box 780, Moretown VT 05660
Ellen Temple	Camels Hump Middle School	Brown Trace Rd., Richmond VT 05477
Vicki L. Wright	Mt. Abraham Union High School	9 Airport Dr., Bristol VT 05443
Carol Zaccaro	St. Johnsbury Academy	1000 Main St., St. Johnsbury VT 05819

At Large

Jane Caldwell	Board of Cooperative Educational Services	Div Ave., Hudson Falls NY 12839
Pamela Edwards	Chaparral High School	414 E. Ojai Ave., Ojai CA 93023
Jean Helmer	Belle Fourche High School	1113 National St., Belle Fourche SD 57717
Beth Holder	Ducktown Elementary School	P.O. Box 40, Ducktown TN 37326
Christine Lorenzen	Killingly Intermediate School	Upper Maple St., Dayville CT 06241
Michelle Montford	Kelly Middle School	25 Mahan Dr., Norwich CT 06360
John Rugebregt	Maria Carrillo High School	6975 Montecito Blvd., Santa Rosa CA 95409
Peggy Schaedler	East Hampton Middle School	19 Childs Rd., East Hampton CT 06424
James Schmitz	Kennedy Charter Public School	P.O. Box 472527, Charlotte NC 28247

Bread Loaf Rural Teacher Network
Bread Loaf School of English
Middlebury College
Middlebury, VT 05753

Non-profit
U[illegible]tage
[illegible]
Middlebury College

BEST COPY AVAILABLE